

## GUIDE TO NATURAL HISTORIES OF RESEARCH

### *Part 1 Outline and Introduction*

We can divide the methodological literature on social and educational research into a number of categories. One of these is 'natural histories' of research or 'research biographies'. These provide accounts of how particular pieces of research were done, what problems were faced, how they were dealt with, etc. Sometimes research biographies take the form of a methodological chapter or appendix in a book or thesis. Thus, one of the founding texts of this genre was the methodological appendix written by William Foote Whyte to the second edition of *Street Corner Society*, reprinted and extended in later editions (Whyte 1981). Whyte's methodological appendix encouraged others, especially qualitative researchers, to provide more information about how they had done their research. In addition, soon after the publication of Whyte's appendix, from the 1960s onwards, there began to appear collections of research biographies, the contents sometimes being reprinted from already published methodological appendices, but often written specially for the collection. In addition, there are some examples of whole books devoted to providing the biography of a particular research project, or of a sequence of research projects carried out by a particular researcher (see for example Wax 1961; Rabinow 1977; Cesara 1982; see also Bohannon's early pseudonymised fictional account, Bowen 1954); and occasionally natural histories are to be found as articles in journals, often focused on a particular issue (see, for example, Styles 1979, Gurney 1985, Shaffir 1985, and Knox 2001).

The aim of this guide is to outline the nature and functions of this form of methodological writing; and to provide a listing of some of the main sources where such material can be found. In particular, the contents are listed of the various collections of research biographies, a considerable number of which have now appeared.

In large part, the production of natural histories of research arose out of the growth in ethnographic, and especially participant observation, research during the 1960s, 70s and 80s; though some of the earliest collections also included chapters on quantitative projects (see, for example, Hammond 1964 and Shipman 1976). A distinctive feature of much qualitative inquiry, by contrast with experimental and survey work, is that it is less pre-structured and predictable in its course. This has at least two implications. One is that it is impossible to lay down a textbook procedure for doing such work, in a way that can be at least approximated in relation to some forms of quantitative investigation. Secondly, the contingency of the process means that very often this kind of research generates interesting stories. Both these features probably stimulated the writing of research biographies.

However, there have also been some important methodological arguments associated with the production of natural histories, concerning the proper nature of social research. For example, it was often argued that the character of qualitative research more adequately reflects the nature of the social world - itself contingent and emergent in character; so that even accounts of *quantitative* research in terms of following fixed procedures represent a distortion of the essentially social processes involved in, for instance, carrying out experiments or formal interviews. One aspect of this argument, emphasised by some commentators, was that most accounts of social research assumed that it involved a

smooth, cooperative process. While this was compatible with the structural-functionalist view of society that was influential in the 1950s, it was at odds with the conflict sociology and symbolic interactionism that became salient in the 1960s, and with subsequent developments in social theory. It was argued that these alternative theories provided a better basis for understanding the conflicts that researchers often found themselves involved in with at least some of those they were studying, especially those in powerful positions. These theories were also taken to signal that researchers might need to adopt a strategic, even a machiavellian, approach in order to get the data needed (see, for example, Douglas 1976).

A related argument associated with the emergence of natural histories of research was that there is a discrepancy between textbook accounts of research method and how it is actually carried out. In addition to their tendency to treat quantitative inquiry as the ideal model, less space being accorded to qualitative work, general methodology textbooks also often failed to say much about the 'social relations of research'. This obviously had implications for teaching newcomers how to do research, and one of the purposes behind the publication of research biographies has often been to give students a more accurate sense of what is involved in this. However, sometimes the discrepancy between textbook accounts of research and actual practice has been given deeper methodological significance; with natural histories being linked to what might be referred to as an anti-methodological line of thinking, in which the very idea of research 'method' is rejected as a barrier to doing good research. An important source for this was the writings of Paul Feyerabend, who argued that the history of natural scientific work undercuts any notion of scientific *method* (Feyerabend 1975; see also Phillips 1973).

A slightly different methodological argument often associated with natural histories of research treats them as an aspect of the reflexivity that should be central to all research. Here it is argued that the researcher must recognise that he or she is part of the world being studied, must reflect on the implications and effects of this, and must incorporate this process of reflection into writing up the research report (see Hammersley 1983; Hammersley and Atkinson 1995; Ball 1990). This was seen by some as providing an alternative form of rigour to that characteristic of quantitative research, at least as portrayed by positivism. In place of the argument that rigour involves following rules, these allowing replication as a test for the reliability and validity of the findings, it was suggested that rigour required continual and careful reflection on the research process, in terms of possible sources of error; along with the use of strategies for assessing and allowing for any such error, notably triangulation. Furthermore, sufficient information was to be provided about how the research was done, about the context, and about the effect of the researcher on the research (and of the research on the researcher), so that readers could make their own assessments of likely sources and levels of error. On this basis, PhD students are now frequently encouraged to keep diaries or journals, and to include a reflexive account of their research in their theses and in any book arising from their work.

In some later methodological writing about qualitative research, emphasis has tended to shift away from reflexivity as a methodological device designed to facilitate and demonstrate rigour towards the idea that it amounts to recognition of the way in which all research findings are shaped by who the researcher is, and by the process of inquiry itself. Information about these has come to be seen as important to enable readers to interpret the research, even to understand it. There are also ethical views which see reflexivity in terms of

fairness: that if a researcher is asking people to expose themselves by providing information about their lives, then the researcher's own person and life ought to be included within the focus of the research. Not to do so, it is sometimes argued, is to imply the superiority of the researcher, to suggest that he or she is or could be a god looking down on the world from Olympus. These later developments have led to the argument that natural histories of research should not be separated off from the main body of the research report but incorporated into it, so that the whole report should have a self-reflexive character (see, for example, Stanley and Wise 1983).

While widely appealed to, the notion of reflexivity has not gone without criticism (see, for example, Troyna 1994; Paechter 1996; Marcus 1998:ch8). A range of criticisms can be mentioned. One is that engaging in reflection is no guarantee that research will be done well. Indeed, a preoccupation with reflexivity may even get in the way of good practice. After all, time is always in scarce supply in the research process, so that the more time spent in reflection *on* research the less time can be spent *actually doing it*. And this problem is heightened by the fact that the potential scope for reflection is endless. One can always 'go deeper' into the phenomenology of the research experience, or into the philosophical, political or ethical issues surrounding research practice. Given that reflexivity might not be conducive to getting research projects completed, we might ask whether there can be too much reflexivity; or whether there is bad as well as good reflexivity.

A second problem, closely related, is that reflection on the research process is, by its very nature, rather speculative in character. It is not straightforward for a researcher to monitor his or her effects on the setting and on the people being investigated; nor for researchers to assess how the research is affecting *them*. In some respects, at least, one simply cannot know about these things with any reasonable level of certainty. Indeed, there may be aspects of the process that only become apparent much later, looking back. Given this, how can reflexivity feed into the process of the research in such a way as to provide rigorous control over sources of error? Furthermore, any attempt to make the research process reflexive in this sense is likely to increase reactivity, and to make the demands of data collection and analysis impossible to meet. The only alternative would be to assume a Cartesian model of the self where one has direct access to what is happening 'within' oneself, and perhaps even within the 'world' of social relations in which one is engaged. However, this is not plausible; and it almost seems to render social research unnecessary. Furthermore, in these terms the reader of a reflexive account of a piece of research would be in a worse position than the researcher him or herself to judge the validity of the research findings, or the effectiveness of the research process.

A third problem concerns the representational capacities of research biographies. Questions have been raised about how far, or whether, natural histories can ever provide a 'transparent' account of the research process. After all, they are themselves always formulations, or constructions, of that process; and ones that are usually written at the end, after the research has been more or less completed. So research biographies cannot ever simply 'tell it like it was'. Like all accounts they involve selection and formulation, and this will be from a particular perspective. A variety of considerations is likely to shape the account: what is judged to be interesting, or at least regarded as essential to the research process, will be mentioned, and what is not will be excluded; and judgements about these matters will be affected by the anticipated audience. Furthermore, some of what is left out

will not just be what is regarded as trivial but also what is regarded as too embarrassing for the researcher or for others. There may also be a reluctance to include information which could fundamentally discredit the research. Another problem is that the perspective provided on the research is likely to be primarily that of the researcher, rather than of others involved in the process, including the people studied. Even where the latter's views are taken into account, these will usually be presented selectively, perhaps even as formulated by the researcher, and will be located within a wider framework set up by him or her. Recognition of this has sometimes led to arguments that research reports should not only document the research process but should be multi-vocal, including the voices of all those involved. This, though, raises serious questions about the nature and purpose of research (see Hammersley 1993).

Finally, some commentators have argued that reflexivity represents a mode of surveillance to which junior researchers are subjected by their seniors (Troyna 1994; Paechter 1996). Of course, there is a sense in which such surveillance has always been present. However, the requirement that qualitative researchers write research diaries or journals, and that they produce detailed accounts of how they actually did their research, could expose them to a greater level of in-depth scrutiny by those higher up the academic hierarchy than was possible previously. And, of course, this scrutiny may well have material consequences for people's careers. Furthermore, recognition of this latter fact could lead to accounts being 'massaged' to provide the most beneficial image of the researcher; or, at least, to some aspects of the research process, those taken to be negative in character, being downplayed or obscured.

How one responds to these criticisms depends a good deal on one's views about the nature of social inquiry, since to some extent they themselves reflect different perspectives on it. My own view is that while there is some truth in most of them, each is also based on false assumptions in key respects. For example, to suggest that reflexivity does not guarantee good research is to assume that there are alternative means, at least in principle, that *can* provide such a guarantee. I do not believe that this is true. And while an excess of reflexivity could get in the way of doing good research, a considerable element of reflexivity does seem to me to be an essential component of it.

Furthermore, objections to research biographies on the grounds that they cannot exhaustively reproduce the research process 'as it was' are based on a false assumption that this is necessary for them to be true, or for them to be of any value. Indeed, that natural histories are selective and formulate what they report can help, rather than obscure, our understanding of the research process, both in specific and in general terms. Of course, some biographies may be quite misleading in key respects. And it is the duty of the writer to try to avoid this. But there is no value in telling everything down to the last detail. Not only would this be an endless task, but the report produced would be tedious to read, not least because of the work that the reader would have to do in trying to identify what was and was not important.

Finally, while research biographies may be used as a means of surveillance in relation to junior researchers, the effect of this is not necessarily bad. It may be, but it need not be. Moreover, to the extent that providing research biographies is a requirement on all researchers, this is a process of surveillance that applies across the board; and may be even

more damaging for the reputation of established scholars. An example is the effect of publishing Malinowski's diaries from the time of his fieldwork on the Trobriand Islands. These revealed him to have negative attitudes towards the people being studied, as well as displaying other unappealing aspects of his personality (see Wax 1972).

Up to now I have focused on general methodological arguments, but any evaluation of a research biography, or of natural histories as a genre, will depend on what function we see them as serving, or to which function we give priority. There are at least three functions. One is to facilitate assessment of the validity of a study's findings. For example, Whyte's account of how he did his research may help us judge the arguments of *Street Corner Society* about the nature of community, etc. And, up to a point, the truth of this is obvious. But the key issue is: what information is and is not required for this purpose?

A second function of natural histories is that they can help us to anticipate and deal with problems in our own research. When we are about to engage in a particular kind of study, we might usefully look for natural histories of research that are similar to ours in relevant respects. Or when we run into a problem in fieldwork, we might usefully look for natural histories which deal with that problem, or some variant on it. In other words, the commonalities may be substantive: that the topic investigated is similar and/or the setting studied could be comparable; or it may be that despite substantive differences a common sort of methodological or theoretical problem is dealt with. All research biographies deal with particular aspects of the research process that are potentially of wide relevance.

Finally, natural histories have a pedagogical function. They can help us to teach research methodology. In general terms, reading natural histories might help students deepen their understanding of the research process. And they can also make concrete otherwise rather abstract descriptions of particular research strategies or problems. Given this, it is not surprising that natural history material is now often included in research methods textbooks, whether from the author's own experience or from published research biographies (for an early example see Johnson 1975). Of course, we might also note the possibility that natural histories can undermine student commitment to features of good research practice, because they show many researchers flouting these.

Given that there are different functions which natural histories can serve, what we look for in them can vary considerably. And this means that in writing a biography of a research project we need to be aware of the different ways in which it might be used; though there are, of course, limits to the extent to which these can be anticipated. In many ways the production of natural histories must be seen as building up a general body of resources available for use. And the next step for the research community is to find better ways of facilitating access to and use of what is available. The listing of research biographies which follows, in Part 2, is intended as a very modest start along that road.

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Styles, J. (1979) 'Outsider/insider: researching gay baths', *Urban Life*, 8, 2, pp135-52.

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Wax, M. (1972) 'Tenting with Malinowski', *American Sociological Review*, 37, 1, pp1-13.

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Whyte, W. F. (1981) *Street Corner Society*, Third edition, Chicago ILL, University of Chicago Press.

## ***Part 2 Listing of Research Biographies***

What follows in the second half of this Guide is a listing of some of the main collections of research biographies. This is as comprehensive as possible, but it does omit many natural histories that have been included in particular studies and theses.

### **Book Length Natural Histories**

(Some of these texts are simply natural histories, others weave natural history material into an account of methodological issues or practices.)

Berremen, G. (1962) *Behind Many Masks: Ethnography and Impression Management in a Himalayan Village*. Monograph No. 4. Ithaca, New York: Society for Applied Anthropology, Cornell University.

Bohannon, L. (1964) *Return to Laughter*, New York, Random House (first published in 1954 under the pseudonym E. S. Bowen).

Cesara, M. (1982) *Reflections of a Woman Anthropologist: No Hiding Place*, Academic Press, London.

Glazer, M. (1972) *The Research Adventure: Promise and Problems of Field Work*. New York: Random House.

Powdermaker, H. (1966) *Stranger and Friend: The Way of an Anthropologist*. New York: Norton.

Punch, M. (1986) *The Politics and Ethics of Fieldwork*, Beverly Hills CA, Sage.

Rabinow, P. (1977) *Reflections on Fieldwork in Morocco*, University of California Press, Berkeley.

Wax, R. (1971) *Doing Fieldwork: warnings and advice*, Chicago, University of Chicago Press.

### **Collections of Natural Histories**

(Not every chapter in these collections is a natural history, but most are.)

Vered Amit (ed.) *Constructing the Field, Ethnographic Fieldwork in the Contemporary World*, London, Routledge, 2000.

1. Introduction: constructing the field, Vered Amit
2. At 'home' and 'away': reconfiguring the field for late twentieth-century anthropology, Virginia Caputo
3. Home field advantage? Exploring the social construction of children's sports, Noel Dyck
4. Here and there: doing transnational fieldwork, Caroline Knowles
5. The narrative as fieldwork technique: processual ethnography for a world in motion, Nigel Rapport
6. 'Informants' who come 'home', Sarah Pink
7. Phoning the field: meanings of place and involvement in fieldwork 'at home', Karin Norman
8. Access to a closed world: methods for a multilocal study on ballet as a career, Helena Wulfe
9. Locating yoga: ethnography and transnational practice, Sarah Strauss

Colin Bell and Howard Newby (ed.) *Doing Social Research*, London, George Allen & Unwin, 1977.

1. Coroners and the Categorisation of Deaths as Suicides: Changes in Perspective as Features of the Research Process, Maxwell Atkinson
2. Reflections on the Banbury Restudy, Howard Newby
3. Talking about Prison Blues, Stanley Cohen and Laurie Taylor
4. Becoming a Sociologist in Sparkbrook, Robert Moore

5. In the Field: Reflections on the Study of Suffolk Farm Workers, Howard Newby
6. Playing the Rationality Game: The Sociologist as a Hired Expert, R. E. Pahl
7. The Moral Career of a Research Project, Roy Wallis

Colin Bell and S. Encel (eds) *Inside the Whale: Ten personal accounts of Social Research*, Pergamon, Rushcutters Bay NSW Australia, 1978

Studying the locally powerful: Personal reflections on a research career, Colin Bell.

In search of power, S. Encel

Capital Mistakes, Hugh Stretton

Reflections on an Australian Newtown, Lois Bryson and Faith Thompson

Taking the Queen's shilling: Accepting social research consultancies in the 1970s, Eva Cox, Fran Hausfield and Sue Wills

Working it out together: Researching academic Women, Bettina Cass, Madge Dawson, Heather Radi, Diana Temple, Sue Wills and Anne Winkler

Nationalism, Race-Class consciousness and social research on Bougainville Island, Papua New Guinea, Alexander F. Mamak

The background to Bradstow: Reflections and reactions, Ron Wild

Words, deeds and Postgraduate Research, Bill Bottomley

A Marxist at Wattie Creek: Fieldwork among Australian Aborigines, Hannah Middleton

Colin Bell and Helen Roberts (eds) *Social Researchin: Politics, Problems, Practice*, Routledge & Kegan Paul, London, 1984.

The SSRC: restructured and defended, Colin Bell

Negotiating the problem: the DHSS and research on violence in marriage, Jalna Hanmer and Diana Leonard

Researching spoonbending: concepts and practice of participator fieldwork, H.M. Collins

'It's great to have someone to talk to': the ethics and politics of interviewing women, Janet Finch.

Incidence or incidents: political and methodological underpinnings of a health research process in a small Italian town, Ronald Frankenberg

Surveying through stories, Hilary Graham

A postscript to nursing, Nicky James

Bringing it all back home: an anthropologist in Belfast, Richard Jenkins

The personable and the powerful: gender and status in sociological research, Sue Scott

The Affluent Worker re-visited, Jennifer Platt

Putting the show on the road: the dissemination of research findings, Helen Roberts

Diane Bell, Pat Caplan and Wazir Jahan Karim, (eds.) *Gendered Fields: Women, men and ethnography*, London, Routledge, 1993.

Introduction 1: The context, Diane Bell

Introduction 2: The Volume, Pat Caplan.

Yes Virginia, there is a feminist ethnography: reflections from three Australian fields, Diane Bell

Fictive kinship or mistaken identity? Fieldwork on Tubetube Island, Papua New Guinea, Martha Macintyre

Between autobiography and method: being male, seeing myth and the analysis of structures of gender and sexuality in the eastern interior of Fiji, Allen Abramson

With moyang melur in Carey Island: more endangered, more engendered, Wazir Jahan Karim

Facework of a female elder in a Lisu field, Thailand, Otome K. Hutheesing

A hall of mirrors: autonomy translated over time in Malaysia, Ingrid Rudie

Among Khmer and Vietnamese refugee women in Thailand: no safe place, Lisa Moore

Breaching the wall of difference: fieldwork and a personal journey to Srivaikuntam, Tamilnadu, Kamala Ganesh

Motherhood experienced and conceptualised: changing images in Sri Lanka and the Netherlands, Joke Schrijvers

Perception, east and west: a Madras encounter, Penny Vera-Sanso

Learning gender: fieldwork in a Tanzanian coastal village, 1965-85, Pat Caplan

The mouth that spoke a falsehood will later speak the truth: going home to the field in Eastern Nigeria, Ifi Amadiume

Sexuality and masculinity in fieldwork among Colombian blacks, Peter Wade

Gendered participation: masculinity and fieldwork in a south London adolescent community, Les Back

Sisters, parents, neighbours, friends: reflections on fieldwork in North Catalonia (France), Oonagh O'Brien.

Epilogue: the 'nativised' self and the 'native', Wazir Jahan Karim

Alan Bryman (ed) *Doing Research in Organizations*, Routledge, London, 1988.

Regulating research: politics and decision making in industrial organizations, Huw Beynon

Insights on site: research into construction project organizations, Mike Bresnen

Getting in, getting on, getting out, and getting back, David Buchanan, David Boddy and James McCalman

Researching white collar organizations: why sociologists should not stop doing case studies, Rosemary Crompton and Gareth Jones

Historical methods and organization analysis: the case of a naval dockyard, David Dunkerley

In another country, Peter Lawrence

Connoisseurship in the study of organizational cultures, Barry A. Turner

The Aston research programme, Derek Pugh

Ruminations on munificence and scarcity in research, David J. Hickson

Some reflections upon research in organizations, Martin Bulmer

Alan Bryman and Robert G. Burgess (eds) *Analysing Qualitative Data*, Routledge, London, 1994.

Developments in qualitative data analysis: an introduction, Alan Bryman and Robert G. Burgess.

Thinking through fieldwork, Judith Okely

From field notes to dissertation: analyzing the stepfamily, Christina Hughes

Analyzing discourse, Jonathan Potter and Margaret Wetherell

'Second-hand ethnography': some problems in analyzing a feminist project, Marilyn Porter

Linking qualitative and quantitative data analysis, Jennifer Mason

Analyzing together: recollections of a team approach, Virginia Olesen, Nellie Drees, Diane Hatton, Nan Chico and Leonard Schatzman

Four studies from one or one study from four? Multi-site case study research, Robert G. Burgess, Christopher J. Pole, Keith Evans and Christine Priestley

From filing cabinet to computer, Lyn Richards and Tom Richards

Qualitative data analysis for applied policy research, Jane Ritchie and Liz Spencer

Patterns of crisis behaviour: a qualitative inquiry, Barry A. Turner

Reflections on qualitative data analysis, Alan Bryman and Robert G. Burgess

Robert C. Burgess (ed.) *The Research Process in Educational Settings: Ten Case Studies*, London, Falmer Press, 1984

The Old Girl Network: Reflections on the Fieldwork at St. Luke's, Sara Delamont

The Researcher Exposed: A Natural History, Martyn Hammersley

Beachside Reconsidered: Reflections on a Methodological Apprenticeship, Stephen J. Ball

Dimensions of Gender in a School: Reinventing the Wheel? Mary Fuller

The Man in the Wendy House: Researching Infants' Schools, Ronald King

The Modification of Method in Researching Postgraduate Education, Mary A. Porter

Wards and Deeds: Taking Knowledge and Control Seriously, Paul Atkinson

A Study in the Dissemination of Action Research, Jean Rudduck

Library Access, Library User and User Education in Academic Sixth Forms: An Autobiographical Account, Lawrence Stenhouse

Chocolate Cream Soldiers: Sponsorship, Ethnography and Sectarianism, David Jenkins

Autobiographical Accounts and Research Experience, Robert C. Burgess

Robert G. Burgess (ed) *Field Methods in the Study of Education*, London, Falmer Press, 1985.

Reflections on the Language of Teaching, A.D. Edwards and V.J. Furlong

Who are You? Some problems of Ethnographer Culture Shock, Clem Adelman

Ethnography and Theory Construction in Educational Research, Peter Woods

Ethnography and Status: Focussing on Gender in Educational Research, Lynn Davies

Qualitative Methods and Cultural Analysis: Young Women and the Transition from School to Un/employment, Christine Griffin

Working through the Contradictions in Researching Postgraduate Education, Sue Scott

A Director's Dilemmas, John Wakeford

The Whole Truth? Some Ethical Problems of Research in a Comprehensive School, Robert C. Burgess

Speaking with Forked Tongue? Two Styles of Observation in the ORACLE Project, Maurice Galton and Sara Delamont

Using Photographs in a Discipline of Words, Rob Walker and Janine Wiedel

Opportunities and Difficulties of a Teacher-Ethnographer: A Personal Account, Andrew Pollard

Facilitating Action Research in Schools: Some Dilemmas, John Elliot

A Note on Case Study and Educational Practice, Lawrence Stenhouse

Ethnography and Educational Policy-Making, Marten Shipman

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1. Participant Observation with Pupils, Stephen J. Ball
2. Interviewing: a Strategy in Qualitative Research, Lynda Measor
3. In the Company of Teachers: Key Informants and the Study of a Comprehensive School, Robert G. Burgess
4. A Case for Case Records?: A Discussion of Some Aspects of Lawrence Stenhouse's Work in Case Study Methodology, Jean Rudduck
5. History, Context and Qualitative Methods in the Study of Curriculum, Ivor Goodson
6. In Pursuit of the Past: Some Problems in the Collection, Analysis and Use of Historical Documentary Evidence, Alison Andrew
7. Reflections Upon Doing Historical Documentary Research From A Feminist Perspective, June Purvis
8. The use of Archives and Interviews in Research on Educational Policy, Rene Saran
9. Ethnomethodology and the Study of Deviance in Schools, Stephen Hester
10. Ethnographic Conversation Analysis: An Approach to Classroom Talk, David hustler and George Payne
11. Integrating Methodologies: If the Intellectual Relations Don't Get You, then the Social Will, Brian Davies, Peter Corbishley, John Evans and Catherine Kenrick

Robert G. Burgess (ed.) *Issues in Educational Research: Qualitative Methods*, London, Falmer Press, 1985

The Micro-Macro Problem in the Sociology of Education  
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Feminist Research and Qualitative Methods: A Discussion of Some of the Issues,  
Sue Scott

New Songs Played Skilfully: Creativity and Technique in Writing Up Qualitative  
Research, Peter Woods

Social Policy and Education: Problems and Possibilities of Using Qualitative  
Research, Janet Finch

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Research, Gordon Griffiths

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Cummings

Bridging the Gap Between Teachers and Researchers,  
Margaret W. Threadgold

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Tom Schuller

The Methodological Problems of Studying a Politically Resistant Community,  
Rebecca E. Klatch

The Relationship of Observer to Observed when Studying Up, Joan Cassell

Non-Standardized Interviewing in Elite Research, George Moyser

Conversations with a Purpose: The Ethnographic Interview in Educational Research, Robert G. Burgess

Local Knowledge: The Analysis of Transcribed Audio Materials for Organizational Ethnography, Barbara Rawlings

Ethnography, Personal Data and Computers: The Implications of Data Protection Legislation for Qualitative Social Research, Anne V. Akeroyd

No Knowledge without a Knowing Subject, Peter Kloos

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Ethics and Tactics: Issues Arising from an Educational Survey  
David Raffe, Ivor Bundell and John Bibby

Ethical Issues and Statistical Work, Pamela Sammons

Grey Areas: Ethical Dilemmas in Educational Ethnography  
Robert G. Burgess

Exploiting the Exploited: The Ethics of Feminist Education Research, Sheila Riddell

Education or Indoctrination? The Ethics of School Based Action Research, Alison Kelly

Ethics of Case Study in Educational Research and Evaluation, Helen Simons

Ethics and the Law: Conducting Case Studies of Policing  
David Bridges

What is Evaluation after the MSC?, Jon Nixon

Ethics and Politics in the Study of Assessment, Harry Torrance

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