



The SAGE Dictionary of Qualitative Inquiry

By Thomas A. Schwandt

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In this **Fourth Edition** of **The SAGE Dictionary of Qualitative Inquiry** Thomas A. Schwandt provides a guide to the terms and phrases that help shape the origins, purpose, logic, meaning, and methods of the practices known as qualitative inquiry. This edition features 20 additional terms as well as a restructured Reader's Guide. Key references have been updated and select terms and phrases from previous editions have been reorganized and greatly expanded. Together, the dictionary entries provide a guide to the methodological and epistemological concepts and theoretical orientations of qualitative inquiry. This one-of-a-kind resource is ideal for readers who are navigating various perspectives on qualitative inquiry, working on a qualitative dissertation, or are launching their own investigations into the issues covered.

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Editorial Review

About the Author

Thomas A. Schwandt is Professor of Education in the Department of Educational Psychology in the College of Education at the University of Illinois Urbana-Champaign. He also holds appointments in the Unit for Criticism and Interpretive Theory and the Department of Education Policy, Organization, and Leadership. He has been a faculty member and a Fellow of the Poynter Center for Ethics and American Institutions at Indiana University, Bloomington and member of the faculty in medical education at the University of Illinois at Chicago. His papers on qualitative methodology, issues in the philosophy of interpretive social science, and evaluation theory have appeared in a variety of journals and edited books.

He is the author of *Evaluation Foundations Revisited: Cultivating a Life of the Mind for Practice* (Stanford University Press, 2015), *Evaluation Practice Reconsidered* (Peter Lang, 2002), and *Evaluating Holistic Rehabilitation Praxis* (Kommuneforlaget, Oslo, 2004); and co-author (with Kenneth Prewitt and Miron Straf) of *Using Science as Evidence in Public Policy* (National Academies Press, 2012) and (with Edward Halpern) of *Linking Auditing and Meta-evaluation* (Sage, 1988); co-editor (with Katherine Ryan) of *Exploring Evaluator Role and Identity* (Information Age Press, 2002), (with Peder Haug) of *Evaluating Educational Reforms: Scandinavian Perspectives* (Information Age Press, 2003), and (with Bridget Somekh) *Knowledge Production: The Work of Educational Research in Interesting Times* (Routledge, 2007). He was the editor of the *American Journal of Evaluation* from 2010-2014.

In 2002, he received the Paul F. Lazarsfeld Award from the American Evaluation Association for his contributions to evaluation theory.

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