

Erwin, E. J., Brotherson, M. J., & Summers, J. A. (2011). Understanding qualitative metasynthesis: Issues and opportunities in early childhood intervention research. *Journal of Early Intervention, 33*, 186-200.

This article outlines the process of metasynthesis in qualitative research, particularly focusing on research in early childhood education. Metasynthesis is a technique for analyzing data across qualitative studies. It allows researchers to select, appraise, summarize, and combine qualitative studies to address research questions using intentional, coherent, and rigorous research methods. The author discusses the practicality of applying metasynthesis to studies in the field of early childhood education. The approach can be extended to the field of gifted education..

Major, C. H., & Savin-Baden, M. (2011). Integration of qualitative evidence: towards construction of academic knowledge in social science and professional fields. *Qualitative Research, 11*, 645-663.

Qualitative research as a method of inquiry is becoming increasingly prevalent in the social science and professional fields. Major and Savin-Baden (2011) discuss how qualitative research studies may be synthesized together, with the syntheses conducted in a variety of possible ways. The authors shed

light on clarifying the critical features of each type of qualitative synthesis, and present their limitations. Four approaches of existing qualitative synthesis are described in this article: *analysis, synthesis, interpretation, and constructionist*. These approaches were classified as such based upon the original purpose for conducting the syntheses. The authors also build a case for promoting the use of a constructionist approach.

Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher-as-instrument: An exercise in interviewer self-reflexivity. *Qualitative Research 12*, 165-185.

The authors commence with a discussion about interviews conducted by a qualitative research team—its members the primary instruments for data collection. An issue of debate was whether qualitative study findings are affected by inconsistencies in team members' approaches and styles of interviewing. Another relevant inquiry was whether interviewers should establish a connection to the respondent by demonstrating empathy and self-disclosure, with the concern that these actions could potentially create distance between the interviewer and respondent. To further illuminate the nature of the interactions between interviewers and respondents, the three authors conducted interviews with grade 6 and 7 students in a rural area about drug use in the school setting. They

then analyzed their respective interviews, as well as those of their team members. Qualitative analysis of the interviews revealed that the authors' interviewer characteristics were very dissimilar and influenced by their own individual traits as researchers. These characteristics remained consistent even when the context of the discussions with the respondents changed.

Snyder, C. (2012). A case study of a case study: Analysis of a robust qualitative research methodology. *Qualitative Report, 17*, 1-26.

This article presents a case study involving a research project which investigated the career paths of women moving from STEM careers to secondary education. In particular, the authors analyze how evidence (i.e., archived writing, journaling, participant-generated photography, interviews, member-checking, and reflexive analytical memos) were used to generate a case study. The interconnectedness of the methodologies is discussed in the context of qualitative research. The article outlines how these methodologies might be replicable in other settings. Researchers in the field of gifted education might find these methods useful in conducting detailed case studies of the contexts in which gifted students operate.