



GROUNDING THEORY REVIEW

An international journal

From the Editor

Judith A. Holton, Ph.D.

March 2009

Grounded Theory Review, Vol 8 (Issue #1), i-iii

The online version of this article can be found at:

<https://groundedtheoryreview.org>

Originally published by Sociology Press

<https://sociologypress.com/>

Archived by the Institute for Research and Theory Methodologies

<https://www.mentoringresearchers.org/>

The Grounded Theory Review: An international journal

From the Editor

This issue of the Review presents a new paper by Barney Glaser. **Jargonizing: The use of the grounded theory vocabulary** is the first chapter in Dr. Glaser's new book to be published later this year by Sociology Press. Using secondary analysis with a recent cache of published papers on various versions of grounded theory, Glaser has produced a grounded theory of the use of GT vocabulary to legitimate GT's remodelling as a qualitative method. Jargonizing most certainly helps to explain the multitude of references to GT in scholarly journals yet the seeming dearth of good classic grounded theory papers in these same journals!

This Issue also offers two new substantive theories. In **On-the-Job Ethics – Proximity Morality Forming in Medical School**, Hans Thulesius has used survey data to develop a GT that challenges the practice of 'teaching' ethics as part of the formal training in medical schools. 'Proximity morality forming' explains how medical students prefer to develop their ethical perspective in practice as they experience and respond to various moral and ethical dilemmas. While formal ethics training in medical schools can be helpful in providing students with a lexicon through which they can articulate experiences and reflect on perspectives, it is the realization through develops through practice that truly forms the ethics of professional practice.

Learning also features prominently in Virginia Crowe's theory of **Unprivatizing**. Crowe studied the experiences of those living with depression and discovered a theory that explains how learning about one's depression occurs over time and can serve as a process of transition and meaning making that aids individual awareness and development. Her theory explains the importance time progression as essential to absorbing knowledge of one's

depression and being able to integrate that knowledge through a process of individual learning.

We conclude this Issue with Svetlana Shklarov's methodological reflection on using grounded theory in cross-language and cross-cultural contexts. In **Grounding the Translation: Intertwining analysis and translation in cross-language grounded theory research**, Shklarow writes of her own experience in the dual role of theorist and translator. Given the global interest in GT, her experience will speak to many who read this journal, particularly in her perspective of how the intertwining of the dual processes of translation and theorizing aids conceptualization when doing GT in a language other than English

On a final note, it is my pleasure to advise that Sociology Press has recently signed an agreement with EBSCO that will soon see the Review included in EBSCO's on-line journal database services. This will enable online searching of papers, increasing access to and citing of work published through the GT Review. More on this as the details are finalized.

- Judith A. Holton, Ph.D.

Special Call for Papers

June, 2009. This issue will focus on the novice experience in learning and doing CGT (Classic Grounded Theory). We especially welcome papers that address the challenges, lessons learned, rewards and advice to others undertaking their first CGT study. **Deadline for submissions is March 31**

November, 2009. This issue will focus on writing and publishing CGT. The numerous remodelled versions of GT have resulted in many misunderstandings of the classic methodology, most particularly, the misconception that GT is a qualitative research method. The resultant confusion of CGT with qualitative methods is a frequent frustration – and sometimes obstacle – for CGT scholars seeking to publish in mainstream academic journals where the criteria for publication may be inconsistent with CGT methodology and where reviewers will often assess a CGT paper against established criteria for qualitative research. We welcome papers that address these issues and offer advice to others in successfully overcoming the obstacles to publication in mainstream journals. **Deadline for submissions is August 31** For both special issues, papers of 2000 – 4000 words are preferred.

In addition to this special call for papers, we continue to welcome papers presenting substantive and formal grounded theories from a broad range of disciplines.

Submissions

All papers submitted are peer reviewed and comments provided back to the authors. Papers accepted for publication will be good examples or practical applications of classic grounded theory methodology. Comments on papers published are also welcomed, will be shared with the authors and may be published in subsequent issues of the Review. See our website www.groundedtheoryreview.com for full submission guidelines. Forward submissions as Word documents to Judith Holton at judith@groundedtheoryreview.com