**RSCH 8310 Course Readings**

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[Aguinis, H. & Glavas, A. (2012). What we know and don’t know about corporate social responsibility: A review and research agenda. *Journal of Management*, 38(4). 932-968.](https://doi-org.ezp.waldenulibrary.org/10.1177/0149206311436079)

[Cleaver, D., & Ballantyne, J. (2014). Teachers’ views of constructivist theory: A qualitative study illuminating relationships between epistemological understanding and music teaching practice. International Journal of Music Education, 32(2), 228-241.](https://ezp.waldenulibrary.org/login?url=http://journals.sagepub.com/doi/abs/10.1177/0255761413508066)

[Conroy, N.E.(2013). Rethinking adolescent peer sexual harassment: Contributions of feminist theory. *Journal of School Violence*, 12, 340-356.](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=90147591&scope=site)

[Grant, C., & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for Your "House". *Administrative Issues Journal: Education, Practice, And Research*, 4(2), 12-26.](http://eric.ed.gov/?id=EJ1058505)

[Guest, G., Bunce, A., and Johnson, L. (2006). How many Interviews are enough? An experiment with data saturation and variability. *Field Methods* 18(1), 59–82.](https://doi-org.ezp.waldenulibrary.org/10.1177/1525822X05279903)

[Kezar, A. (2014). Higher education change and social networks: A review of the research. *Journal of Higher Education*, 85(1), 91-125.](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=92997979&scope=site)

[Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum : Qualitative Social Research*, 11(3)](https://search-proquest-com.ezp.waldenulibrary.org/docview/869912466?accountid=14872)

[Onwuegbuzie, A. J., Dickinson, W. B, Leech, N. L., and Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods and International Institute for Qualitative Methodology*. (pp. 1-21).](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=51827937&scope=site)

[Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*22(2), 63-75.](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=iih&AN=13857302&scope=site)

[Stahl, B., Doherty, N., Shaw, M., & Janicke, H. (2014). Critical Theory as an Approach to the Ethics of Information Security. *Science & Engineering Ethics*, 20(3), 675-699.](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mnh&AN=24293199&scope=site)

[Thomas, E.F., MCGarty, C., & Mavor, K.I. (2009). Transforming “Apathy into movement”: The role of prosocial emotions in motivation action for social change. *Personality & Social Psychology Review*, 13(4), 310-333.](https://doi-org.ezp.waldenulibrary.org/10.1177/1088868309343290)