

Guest Editorial Preface

Special Issue on Expanding the Role of Emergent Methods in Adult and Vocational Education

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Emergent research methods are state-of-the art approaches that bridge gaps between epistemology and methodology and draw on a variety of methods from within and outside traditional research settings (Hesse-Biber & Leavy, 2006, 2008). Reio (2009), in an earlier editorial piece responding to Hesse-Biber and Leavy's (2008) call for emergent method research, urged scholars in adult education, human resource development, and vocation training to embrace innovative, emergent approaches that draw on new theoretical perspectives, advances in technology, and diverse modes of inquiry to answer increasingly complex research problems at the individual, organization, and societal level. We offer the following Special Issue on Emergent Research Methods to enhance conversations regarding the use of emergent methods and build on two previous editions of the *International Journal of Adult Vocational Education and Technology*: 1) Quantitative Research Design and Method and 2) Qualitative Research.

The seven articles that are featured in this issue emphasize a variety of frameworks, incorporate new approaches to data collection and analysis, and adapt existing models to enrich opportunities for understanding the social world. Topics include digital methodologies, activist and reflective methodologies, the use of critical race theory to expand research design, and inventive takes on narrative and case study research. The authors of each piece describe the theoretical or epistemological influences behind their work, discuss the methods researchers can use while implementing each approach, and suggest possibilities for future research in adult and vocational education. We hope that the following contributions inspire further conversations about the role of emergent methods in educational research and as a potential guide for both novice and established scholars interested in similar endeavors.

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