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complementary data in researching emotions in professional learning. (Susanna Paloniemi, Markku Penttonen, Anneli Eteläpelto, Päivi Hökkä, & Katja Vähäsantanen) -- Chapter 6. Multimodal stress assessment in working and learning contexts: Using physiological, observational and experience-based data (Tobias Kärner & Detlef Sembill) -- Chapter 7. Combining physiological and experiential measures to study adult learning (Minna Silvennoinen, Tiina Parviainen, Anita Malinen, Suvi Karjalainen, Mari Manu, & Mikko Vesisenaho) -- Chapter 8. Measuring professional competence using computer-generated log data (Luca Spliethoff & Stephan Abele) -- Chapter 9. Investigating interaction dynamics: A temporal approach to team learning (Lida David, Maaike Endedijk & Piet van den Bossche) -- Part II: Methods for data analysis -- Chapter 10. Bayesian statistics in the research field of professional learning and development (Petri Nokelainen, Tahani Z. Aldahdouh, & Alaa A. Aldahdouh) -- Chapter 11. A primer to latent profile and latent class analysis (Johannes Bauer) -- Chapter 12. PLS-based structural equation modelling: An alternative approach to estimate complex relationships between unobserved constructs (Michael Goller & Frederic Hilkenmeier) -- Chapter 13. Participant's video annotations as a database to measure professional development (Bianca Steffen & Maikki Pouta) -- Chapter 14. Data mining and analytics in the context of workplace learning: Benefits and affordances (Dirk Ifenthaler) -- Chapter 15. Addressing 'wicked problems' using visual analysis (Eva Kyndt & Jan Aerts) -- Part III: Research approaches -- Chapter 16. Delphi-technique as a method for research on professional learning (Christian Harteis) -- Chapter 17. The narrative approach to research professional identity: relational, temporal, and dialogical perspectives (Katja Vähäsantanen, & Maarit Arvaja) -- Chapter 18. Capturing actions of communities: Towards virtual ethnography and digital tools in researching organizations and workplace learning (Soila Lemmetty, Kaija Collin, Vlad Glveanu, & Susanna Paloniemi) -- Chapter 19. Video-based interaction analysis: a research and training method to understand workplace learning and professional development (Laurent Filliettaz, Stéphanie Garcia, & Marianne Zogmal) -- Chapter 20. Q Method: Assessing subjectivity through structured ranking of items (Susanne Leidig, Hanna Köhler, Carina Caruso, & Michael Goller) -- Chapter 21. Eye tracking in professional learning and development: Uncovering expertise development among residents in radiology (Helen Jossberger) -- Chapter 22. Seeing workplaces from a Social Network Analysis (SNA) approach (Tuire Palonen) -- Chapter 23. Design-based research – grounding, understanding and empirical illustration in the context of vocational education (Karl-Heinz Gerholz & Anne Wagner) -- Chapter 24. Change Laboratory method for facilitating transformative agency and collective professional learning – case from a Finnish elementary school (Anu Kajamaa & Sakari Hyrkkö) -- Chapter 25. Professional learning analytics: Understanding complex learning processes through measurement, collection, analysis, and reporting of MOOC data (Allison Littlejohn, Eileen Kennedy, & Diana Laurillard) -- Chapter 26. Longitudinal case study research to study self-regulation of professional learning: combining observations and stimulated recall interviews throughout everyday work (Katrien Cuyvers, Piet Van den Bossche, & Vincent Donche) -- Part IV: Discussion & Commentary -- Chapter 27. Researching professional learning in complex environments: Opportunities and challenges from a qualitative research perspective (Monika Nerland) -- Chapter 28. How to deal with the complexity in research on workplace learning (Erno Lehtinen).

Sommario/riassunto   This volume provides alternatives for tackling existing empirical, methodological, and analytical challenges. It does so by providing a

broad overview of less established, as well as emerging methods, which are of great relevance for current research on professional learning and development. As such, it offers a comprehensive collection of state-of-the-art methodologies and future directions within the workplace learning and professional development research. By describing these novel approaches and providing empirical illustrations, the book promotes innovative methodologies for investigating professional learning and development. It also supports scholars to understand upcoming empirical research and methods and encourages novice as well as established researchers to adopt new empirical strategies beyond traditional ones that have the potential to enrich a better understanding of professional learning and development.