

Appendix C

Table 1: Preliminary commonalities (Adapted from Olmos López, 2010)

	Ellie (F)	Loren (F)	Ruth (F)
Age	48(+)	44	43
Urban / rural areas	Urban – NOT same state as FLD	Urban – same city as FLD	Urban – same city as FLD
Need to write and defend thesis	YES (failed course or GPA below 8.5)	YES (failed course or GPA below 8.5)	YES (failed course or GPA below 8.5)
Working / holding a teaching position	YES: Classroom teacher, self-access center assistant; high school – public system from State University	YES: Classroom teacher; high school – public system, Mexican Ministry of Education	YES: Classroom teacher; junior high school – public system, Mexican Ministry of Education
Timeline: Events right after school credits were finished / start-finish thesis writing	14 years later-first attempt to start 23 years later-second attempt 25 years later-finish 2 years to write a thesis	17 years later-start 20 years later-finish 3 years to write a thesis	16 years later-start 18 years later-finish 2 years to write a thesis
Beginning and end of thesis writing social circles	2 children (sons, 10 & 15 years after marriage, older in junior high school) Husband: very close and caring, would drive her from hometown to FLD in another state The workplace: Two friends from the workplace were also writing their thesis, accomplices	2 children (sons, 17 & 11) helping with technology Husband: perceived to be distant Family: mother, siblings, close friends The workplace: People from the workplace were supportive and expressed their admiration for her	2 children (sons, 10 & 12) helping with technology Husband: perceived to be very distant Family: did not inform them about it The workplace: Friends from the same workplace were helpful and supportive /, but other coworkers were unhelpful / envious