

THEORY AND METHOD IN
HIGHER EDUCATION RESEARCH

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THEORY AND METHOD IN HIGHER EDUCATION
RESEARCH VOLUME 2

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EDITED BY

JEROEN HUISMAN

Ghent University, Belgium

MALCOLM TIGHT

Lancaster University, UK



United Kingdom – North America – Japan
India – Malaysia – China

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INVESTOR IN PEOPLE

LIST OF CONTRIBUTORS

<i>Edith Braun</i>	International Centre for Higher Education Research (INCHER), University of Kassel, Germany
<i>Christine Bruce</i>	Information Systems School, Queensland University of Technology (QUT), Australia
<i>Sára Csillag</i>	Faculty of Finance and Accountancy, Budapest Business School, Hungary
<i>Betina da Silva Lopes</i>	Research Centre of Didactics and Technology in Teacher Education (CIDTFF), University of Aveiro, Portugal
<i>Sylvia L. Edwards</i>	Information Systems School, Queensland University of Technology (QUT), Australia
<i>Eva Forsberg</i>	Department of Education, Uppsala University, Sweden
<i>Zsuzsanna Géring</i>	Research Centre, Budapest Business School, Hungary
<i>Lars Geschwind</i>	Department of Learning, KTH Royal Institute of Technology, Sweden
<i>Leo Goedegebuure</i>	LH Martin Institute for Tertiary Education Leadership and Management, University of Melbourne, Australia
<i>Meta Gorup</i>	CHEGG – Centre for Higher Education Governance Ghent, Ghent University, Belgium
<i>Carolina Guzmán-Valenzuela</i>	Centre for Advanced Research in Education, University of Chile, Chile
<i>Gábor Király</i>	Faculty of Finance and Accountancy, Budapest Business School, Hungary

<i>Anna Kosmützky</i>	International Centre for Higher Education Research (INCHER), University of Kassel, Germany
<i>Gergely Kováts</i>	Institute of Management, Corvinus University of Budapest, Hungary
<i>Alexandra Köves</i>	Institute of Business Economics, Corvinus University of Budapest, Hungary
<i>Benedetto Lepori</i>	Faculty of Economics, Università della Svizzera italiana, Switzerland
<i>Marian Mahat</i>	Melbourne Centre for the Study of Higher Education, University of Melbourne, Australia
<i>Marjorie McCrory</i>	School of Education, University of the West of Scotland, Paisley, UK
<i>Shweta Mishra</i>	International Centre for Higher Education Research (INCHER), University of Kassel, Germany
<i>Victoria O'Donnell</i>	University of the West of Scotland, Paisley, UK
<i>Helena Pedrosa-de-Jesus</i>	Research Centre of Didactics and Technology in Teacher Education (CIDTFF), University of Aveiro, Portugal
<i>Laura Louise Sarauw</i>	Danish School of Education (DPU), Aarhus University, Denmark
<i>Virginia M. Tucker</i>	School of Information, San José State University, USA
<i>Mike Watts</i>	Department of Education, Brunel University London, UK

EDITORIAL INTRODUCTION

This is the 2016 volume in the annual series *Theory and Method in Higher Education Research*, which we launched in 2013 in the belief that there was a need to provide a forum specifically for higher education researchers to discuss issues of theory and method. So far, we have published more than 50 chapters.

In this volume, as in the previous ones, there is a somewhat greater focus on methods and methodologies overall, but there are five chapters engaging with concepts and theories (or a mixture of theory and methods).

Amongst the theories discussed are actor-network theory (Saraaw), institutional logics (Lepori), and strategic positioning (Mahat and Goedegebuure). Guzmán-Valenzuela addresses both theory and methods (practice), as do Forsberg and Geschwind in their analysis of Swedish PhD theses, and Tucker, Bruce, and Edwards, in examining the use of grounded theory to discover threshold concepts.

In terms of method and methodology, contributions consider validity in qualitative research (da Silva Lopes, Pedrosa-de-Jesus, and Watts), measuring competences (Braun and Mishra), international-comparative research (Kosmützky), shadowing (Gorup), participatory research (Király, Géring, Köves, Csillag and Kováts), and participant-centred approaches to interviewing (McCrorry and O'Donnell).

The international nature of researchers' interest in theory and method is clear, with authors being based in ten countries on three continents, with a particularly strong contribution from European colleagues.

Anyone interested in contributing a chapter to a future volume is invited to get in touch with either, but preferably both, of the editors.

Jeroen Huisman
Malcolm Tight
Editors