

THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

Series Editors: Jeroen Huisman and Malcolm Tight

Recent Volumes:

- Volume 1: Theory and Method in Higher Education Research – Edited by Jeroen Huisman and Malcolm Tight; 2015
- Volume 2: Theory and Method in Higher Education Research – Edited by Jeroen Huisman and Malcolm Tight; 2016
- Volume 3: Theory and Method in Higher Education Research – Edited by Jeroen Huisman and Malcolm Tight; 2017
- Volume 4: Theory and Method in Higher Education Research – Edited by Jeroen Huisman and Malcolm Tight; 2018

THEORY AND METHOD IN HIGHER EDUCATION
RESEARCH VOLUME 5

THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

EDITED BY

JEROEN HUISMAN

Ghent University, Belgium

MALCOLM TIGHT

Lancaster University, UK



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

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Copyright © 2019 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83867-842-5 (Print)

ISBN: 978-1-83867-841-8 (Online)

ISBN: 978-1-83867-843-2 (EPub)

ISSN: 2056-3752 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

<i>List of Contributors</i>	<i>vii</i>
<i>Editorial Introduction</i>	<i>ix</i>
 Analysing Policy Positions of Stakeholder Organizations in Higher Education: What, How and Why?	
<i>Martina Vukasovic</i>	<i>1</i>
 Understanding Disability Frameworks in Higher Education Research	
<i>Kirsten Brown, Edlyn Peña, Ellen Broido, Lissa Stapleton and Nancy Evans</i>	<i>19</i>
 Diffraction the Curriculum: Putting “New” Material Feminism to Work to Reconfigure Knowledge-making Practices in Undergraduate Higher Education	
<i>Carol A. Taylor</i>	<i>37</i>
 The Looseness of Loose Coupling: The Use and Misuse of “Loose Coupling” in Higher Education Research	
<i>Mari Elken and Martina Vukasovic</i>	<i>53</i>
 Higher Education Leadership and Management as “Practical Reasonableness”: A Phronetic Approach to Higher Education Research	
<i>Greg Walker</i>	<i>73</i>
 Toward a Critical Whiteness Methodology: Challenging Whiteness through Qualitative Research	
<i>Chris Corces-Zimmerman and Tonia Floramaria Guida</i>	<i>91</i>
 Mixed Methods for Research into Higher Education: Solving the Problem of Institutionalized Introspection?	
<i>Markus Seyfried and Florian Reith</i>	<i>111</i>

Addressing Self-selection and Endogeneity in Higher Education Research	
<i>Xiqian Liu and Victor Borden</i>	129
An Exploration of Rhythms in the Contemporary Academy: Time, Space and Affect	
<i>Fadia Dakka and Rob Smith</i>	153
Pluralism as a Vehicle for Theory-building in Educational Technology Research	
<i>Sonja Strydom and Magda Fourie-Malherbe</i>	173
Internet-mediated Research: A Methodological Discussion Based on a Study with Non-traditional Adult Students	
<i>Leane Thomas Dotta, Amélia Lopes and Carlinda Leite</i>	193
Ethnographies of Higher Education and Modes of Existence: Using Latour's Philosophical Anthropology to Construct Faithful Accounts of Higher Education Practice	
<i>Jonathan Tummons</i>	207
<i>Index</i>	225

LIST OF CONTRIBUTORS

<i>Xiqian Liu</i>	Indiana University, USA
<i>Victor Borden</i>	Indiana University, USA
<i>Kirsten Brown</i>	Edgewood College, USA
<i>Edlyn Peña</i>	California Lutheran University, USA
<i>Ellen Broido</i>	Bowling Green State University, USA
<i>Lissa Stapleton</i>	California State University-Northridge, USA
<i>Nancy Evans</i>	Iowa State University, USA
<i>Fadia Dakka</i>	Birmingham City University, UK
<i>Rob Smith</i>	Birmingham City University, UK
<i>Leanete Thomas Dotta</i>	University of Porto, Portugal
<i>Amélia Lopes</i>	University of Porto, Portugal
<i>Carlinda Leite</i>	University of Porto, Portugal
<i>Mari Elken</i>	NIFU, Norway
<i>Martina Vukasovic</i>	University of Bergen, Norway and Ghent University, Belgium
<i>Markus Seyfried</i>	University of Potsdam, Germany
<i>Florian Reith</i>	Helmut-Schmidt-University, Germany
<i>Sonja Strydom</i>	Stellenbosch University, South Africa
<i>Magda Fourie-Malherbe</i>	Stellenbosch University, South Africa
<i>Carol A. Taylor</i>	University of Bath, UK
<i>Jonathan Tummons</i>	Durham University, UK
<i>Greg Walker</i>	The Open University, UK
<i>Chris Corces-Zimmerman</i>	University of Arizona, USA
<i>Tonia Floramaria Guida</i>	University of California, Los Angeles, USA

EDITORIAL INTRODUCTION

This is the 2019 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 around 90 chapters.

This volume is fairly balanced in terms of the focus on theory and/or method, but with a slightly greater focus on theoretical issues. There is, however, a strong focus on qualitative research, with only one chapter (Liu and Borden) dealing with quantitative research, and another (Seyfried and Reith) with mixed methods research.

Amongst the chapters focusing primarily on theory, Brown et al. examine disability frameworks, Elken and Vukasovic consider loose coupling, Strydom and Fourie-Malherbe discuss pluralism in research, Taylor applies new material feminism, Tummons focuses on ethnography, Vukasovic examines governance stakeholders, and Walker applies phronesis to leadership research.

In terms of method and methodology, contributions consider selection bias (Liu and Borden), researching rhythms in the academy (Dakka and Smith), internet-mediated research (Dotta, Lopes and Leite), mixed methods (Seyfried and Reith), and critical whiteness approaches (Corces-Zimmerman and Guida).

The international nature of interest in theory and method is clear with authors being based in Belgium, Germany, Norway, Portugal, South Africa, the UK, and the US.

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
Series Editors