

INDEX

- Ableism, 20–21, 24, 27, 31
- Actor-network theory (ANT), 210, 211–212, 213, 218–219
- Advocacy coalitions, 6, 12
- Agenda-setting, 5, 12
- Agential realism, 38–39, 40–42, 44–47, 50
- AIME. *See* An Inquiry into Modes of Existence (AIME)
- Americans with Disabilities Act, 30
- Analytical pluralism, 175, 177, 180–181, 182, 183–184, 186
- Anarchism, 185–186
- An Inquiry into Modes of Existence (AIME), 210–212, 214, 216–217, 218–219, 220
- ANT. *See* Actor-network theory (ANT)
- Augmented inverse propensity weighted estimator, 135, 144–145, 146
- Autoethnography, 43, 48–49
- Automated quantitative content analysis, 6–7
- Average treatment effect, 132–133
- Axiological neutrality, 78
- ‘Bag of words’ approach, 6–8
- Barad, Karen, 38–39, 41–42, 43, 44–45, 47, 48, 49, 50
- Becoming a Professional Through Distributed Learning: a Sociomaterial Ethnography*, 207–208
- Berlin Principles on Ranking Higher Education Institutions, 61
- Business Europe, 8, 9
- Caliper matching, 134
- Capitalism, 39
- Category mistakes, 211–215
- Cause-and-effect relationships, 132
- CDT. *See* Critical disability theory (CDT)
- Colonialism, 95
- Color-blindness, 98–99
- Color-evasiveness, 98–99
- Complementarism, 177
- Constructivist whiteness qualitative research methods, critiques of, 95–96
- Context awareness, 184
- Control-function approach, 135–136, 145–146, 147
- Critical disability studies. *See* Critical disability theory (CDT)
- Critical disability theory (CDT), 23–25
 - higher education researchers, considerations for, 24–25
 - language and definitions, 23–24
- Critical race methodologies (CRM), 99, 100
- Critical race theory (CRT), 93, 99, 100
- Critical realism, 25–28, 179–180, 188
 - higher education researchers, considerations for, 27–28
 - language and definitions, 26–27
 - principles of, 25
- Critical whiteness methodology (CwM), 91
- Critical whiteness studies (CwS), 92, 93–94, 99, 100
 - core theories, 97–99
 - empirical studies of, 96–97
 - praxis, 101–102

- Critique*, 156
Critique of Everyday Life, 154–155
 CRM. *See* Critical race methodologies (CRM)
 Crossings, 211–215
 CRT. *See* Critical race theory (CRT)
 Cultural Disability Studies. *See* Critical disability theory (CDT)
 Currere, 43
 Curriculum, 37
 Curriculum design, 43–45
 Cut, 41, 44
 CwM. *See* Critical whiteness methodology (CwM)
 CwS. *See* Critical whiteness studies (CwS)
 Cyclical rhythms, 155, 157
- Deaf epistemologies, 28–31
 higher education researchers, considerations for, 30–31
 language and definitions, 29–30
 Deaf Gain, 27–28
 Decoupling, 59–60, 61
 Detachment, 95–96
 Diffraction, 38–39, 40–42
 Disability, 19
 definition of, 21, 23–24
 medical model of, 21
 minority group model of, 22–23
 promising models, 22–23
 social model of, 21–22
 traditional frameworks, 20–31
 Distributed medical education (DME), 207–209
 DME. *See* Distributed medical education (DME)
 Dogmatic demarcation, 185–186
 Doubly robust estimator (DRE), 135, 144–145, 146, 148
 DRE. *See* Doubly robust estimator (DRE)
 Dressage, 155–156, 168–169
 Duration, 156
- Economic independence, 20–21
 Educational inequity, 99
 Educational spaces, 42–43
Educational Spaces: Theories and Perspectives, 38
 Educational technology research
 pluralism, 173
 trends of, 174
 Education International (EI), 8, 12
 EFSI. *See* European Fund for Strategic Investment (EFSI)
 EHEA. *See* European Higher Education Area (EHEA)
 EI. *See* Education International (EI)
 Embeddedness, 93–94
 Empirical research, 111–112, 117
 Endogenous treatment assignment
 bias, 130, 131–132
 Endogenous treatment effect (ETE)
 model, 135–136, 145–146, 147
 ENQA. *See* European Association for Quality Assurance in Higher Education (ENQA)
 Entanglement, 41, 44
 Equity, 5
 ESU. *See* European Students' Union (ESU)
 ETE. *See* Endogenous treatment effect (ETE) model
 Ethnography, 207
 category mistakes, 211–215
 crossings, 211–215
 heterogeneous courses of action, 218–219
 inquiry, expanding, 219–220
 modes of existence, 211–215, 220–221
 'real life' medical education, 215–218
 situated practices, 218–219
 ETUCE, 8, 10
 EUA. *See* European University Association (EUA)
 Eudaimonia, 77

- EURASHE. *See* European Association of Institutions of Higher Education (EURASHE)
- Eurhythmia, 155–156
- European Association for Quality Assurance in Higher Education (ENQA), 8, 9
- European Association of Institutions of Higher Education (EURASHE), 8, 9
- European Commission, 10
- European Fund for Strategic Investment (EFSI), 10
- European Higher Education Area (EHEA), 12
- European Students' Union (ESU), 8, 9, 10–11, 12
- European Union, 12
- European University Association (EUA), 8, 9–11
- Exclusion, 21
- Formal structures—actual practices relationship, 61
- Functional limitation, 21
definition of, 21
- GATS, 11, 12
- Gender inequality, 39–40
- Habitus, 76–78, 155–156
- Higher education leadership, 73
domains of description-explanation, 80–83
moral or philosophical sociology, 78–80
axiological neutrality, 78
MacIntyre's connexion of practice and good, 79–80
philosophical anthropology, 78
practical reasoning, 79
phronetic gap, addressing, 75–78
phronetic research, guidelines for, 86–88
power relations, 87–88
problem-solving using case studies, 87–88
retroductive phase, 86
why-questions attending to intention/purposes of agents, 86–87
universities through purposes and activities, understanding, 83–85
- Holistic integrationism, 175
- Horizon 2020, 10
- Horizon Europe, 10
- Horizontal organizational fragmentation, 63–64
- Hypothetico-deductive model, 116
- ICTs. *See* Information and communication technologies (ICTs)
- Impairment, 21
definition of, 21
- Impartiality, 95–96
- IMR. *See* Internet-mediated research (IMR)
- Information and communication technologies (ICTs), 194–195
- Institutionalized introspection
problem, mixed methods approach for, 111
- Institution, definition of, 80
- Internet-mediated research (IMR), 193
characterization of selected literature, 196–200
contextual, relational and data validity dimensions, 202–203
data collection methods in virtual environment, 200–201
methodology, 196
- Interpretive phenomenological analysis (IPA), 181, 187–188

- Intra-action, 42
- Intransitivity, 25
- IPA. *See* Interpretive phenomenological analysis (IPA)
- Journal of Critical Realism*, 27
- Knowledge-blindness, 180–181
- Knowledge-making practices, new material feminism and, 37
 - agential realism, 40–42
 - curriculum design, 43–45
 - diffraction, 43–47
 - educational spaces, 42–43
 - knowledge production, 48–50
 - learning and teaching, 45–47
 - overview of, 39–40
- Knowledge production, 48–50
- La somme et le rest*, 156
- Latour, Bruno
 - philosophical anthropology, 207
- LCT. *See* Legitimation code theory (LCT)
- League of European Research Universities (LERU), 8, 9–10
- Learning and teaching, 45–47
- Legitimation code theory (LCT), 180–181, 187–188
- LERU. *See* League of European Research Universities (LERU)
- Linear rhythms, 155
- Logic of influence, 3–4
- Logic of membership, 3–4
- Logistic regression, 134, 139
- Loose coupling, 53
 - approach, 58–59, 60–61
 - dialectical interpretation of, 57
 - differentiation of tasks and authority, 62–63
 - emergence of, 64–65
 - horizontal and vertical organizational fragmentation, 63–64
 - methodology, 65
 - outcomes of, 64
 - outlook for, 66–67
 - screening results, 59–60
 - structure and action, 61–62
 - Weick and Orton's model of, 54–58
- MacIntyre's connexion of practice and good, 79–80
- Marxist materialism, 39
- Material culture studies, 48
- Material moments, 46
- Medical model of disability, 21
- Meeting the Universe Halfway* (Barad), 38
- Methodological pluralism, 113, 175, 176, 177, 178, 180–181, 181–183, 187, 188–189
- Methodological tribalism, 182
- Minority group model of disability, 22–23
- Mixed-method approach, 175
 - definition of, 113–116
 - for institutionalized introspection problem, 111
 - future directions of, 122–123
 - structures with limited range, 116–118
- Modes of existence, 211–215, 220–221
- Monism, 185–186
- Moral sociology, 73–74, 78–80, 88
 - axiological neutrality, 78
- Multi-method approach, 113, 114
- Naive inductivism, 116–117
- National Institute of Education, 54–55
- Neoliberal credentialism, 40
- Neurodiversity, 32

- New material feminism, and
 - knowledge-making practices, 37
- agential realism, 40–42
- curriculum design, 43–45
- diffraction, 43–47
- educational spaces, 42–43
- knowledge production, 48–50
- learning and teaching, 45–47
- overview of, 39–40
- Neyman-Rubin counterfactual framework, 132–133
- Nicomachean Ethics*, 82
- Normative basis, 5–6, 7–8, 9, 10, 11, 12, 13
- OBESSU, 12
- Objectivity, 95–96
- OLS. *See* Ordinary least squares (OLS)
- Ontic fallacy, 84
- Ontology, 80–81
- Oppression, 21, 95–96, 99, 100, 106
 - definition of, 22
- Order of being, 83
- Order of knowing, 83
- Ordinary least squares (OLS), 131–132
- Organizations, 53–54
- Phenomena, 41–42
- Philosophical anthropology,
 - within philosophical sociology, 78
- Philosophical pluralism, 175, 177, 183, 185, 188, 189
- Philosophical sociology,
 - 73–74, 78–80
 - axiological neutrality, 78
 - philosophical anthropology, 78
- Phronēsis, 73–74, 77, 78, 82
- Phronetic research, 73
 - guidelines for, 86–88
 - power relations, 87–88
 - problem-solving using case studies, 87–88
 - retroductive phase, 86
 - why-questions attending to intention/purposes of agents, 86–87
- PISA testing, 210
- Pluralism, 173
 - analytical, 175, 177, 180–181, 182, 183–184, 186
 - arguments against, 184–187
 - anarchism, 185–186
 - incommensurability of paradigms, 184–185
 - knowledge of the researcher, 186
 - psychological factors, 186–187
- conceptualization of, 175–178
- debates around, 181–184
 - context awareness, 184
 - notion of error, 183
 - reflexivity, 184
 - research questions complexity and monism, 181–182
 - types of knowledge and perspectives, 183–184
 - value of different methods, 182–183
- hierarchy of, 176
- loose, 177
- methodological, 175, 176, 177, 178, 180–181, 181–183, 187, 188–189
- philosophical, 175, 177, 183, 185, 188, 189
- in social science research, applying, 187–189

- continuity and discontinuity, 187–188
 - espoused methodology and methodology use, 188–189
 - philosophical reflection, 188
 - reflection on practice, 188
- strong, 177
- technology-enhanced higher education curriculum development, institutional and agentic interplay in, 178–181
- Policy actions, 5
- Policy agenda, 5
- Policy bandwagons, 12
- Policy capacity, 9
- Policy domains, 4
- Policy engagement, 4
- Policy interests, 5
- Policy issue, 4, 5–6, 7, 9–10, 11, 12, 13
- Policy portfolios, 4
- Policy positions, of stakeholder organizations, 1
- Policy preference, 5–6, 7–8, 9, 10, 12, 13
- Policy priorities, 5
- Policy wins, 4
- Policy work, 4
- Politics of knowledge, 40
- Politics of location, 40, 46–47
- Polyrhythmia, 155–156, 157
- Positionality of whiteness, 93–94
- Positivism, 178, 182, 188
- Positivist whiteness qualitative research methods, critiques of, 95–96
- Post-compulsory education, 40
- Postmodernism, 178, 179–180, 182
- Post-structuralism, 39–40
- Power relations, 87–88
- Practical reasonableness, 73
- Practical wisdom, 76
- Practice, 79–80
 - definition of, 80
- Praxis, 74, 75
- Prior student loan debt's impact on transfer student outcomes, 136–146
 - data, 136–137, 138
 - measures, 137–139
 - results, 139–146
 - augmented inverse propensity weighted estimator, 144–145, 146
 - control-function approach, 145–146, 147
 - doubly robust estimator, 144–145, 146
 - endogenous treatment effect model, 145–146, 147
 - propensity score matching analysis, 139–144
- Propensity score matching (PSM) analysis, 133–135, 139–144
- PSM. *See* Propensity score matching (PSM) analysis
- Qualitative research, challenging whiteness through, 91
- Race evasiveness, 96–97
- Racial awareness, 96
- Racial contract, 97
- Racial hierarchy, 94
- Racial inequity, 99
- Racial justice, 96
- Racism, 95, 100, 105
- Rationality, 39–40, 60, 95
 - practical, 74
 - theoretical, 74
- Rational choice theory, 116
- Realism, 179, 182
- 'Real life' medical education, 215–218
- Reflexivity, 184
- Research Excellence Framework, 157
- Retroduction, 82

- Rhythm(s)
 - cyclical, 155
 - linear, 155
 - as localised temporality, 155
 - as temporalized spatiality, 155
- Rhythmanalysis, 153
 - doing, 163–167
 - methodological justification, 154–158
 - methods, 159–162
 - methods and practice in the pilot, 158
 - teacher and student data, 159
 - theoretical underpinnings, 154–158
 - time-lapse, 158–159
- Rhythmanalysis: Space, Time and Everyday Life*, 154–155
- A Rhythmic Analysis of Teaching and Learning in Higher Education: Time, Space, Affect*, 158
- Robbers Cave Experiment, 113–114
- Rule-following, 75, 76
- Self-efficacy, 22–23
- Self-esteem, 22–23
- Self-selection bias, 131–132, 136
- Sensitivity analysis, 134–135, 142
- Social constructionism, 180
- Social justice, 39–40
- Social model of disability, 21–22
- Social theory, 74–75, 76, 79, 80–81, 83–84, 87
- Speculative reasoning, 76
- Stakeholder organizations, policy positions of, 1
- Stakeholders, 2–4
- Stata, 135–136
- “Strategy-as-practice” paradigm, 77–78
- Stratification, 25
- Structuration, 76
- Structure and action, 61–62
- Structures with limited range, 116–118
- System coupling, dialectical interpretation of, 57
- Tasks and authority, differentiation of, 62–63
- Teaching Excellence Framework, 157
- Technical skill/knowledge (*technê*), 76, 77, 82
- Technology-enhanced higher education curriculum development, institutional and agentic interplay in, 178–181
- Theoretical knowledge concerning nature (*epistēmē*), 76, 82, 87
- Time-lapse, 158–159, 160, 161–162, 163, 164
- Transfactuality, 25, 31
- Treatment effect, estimation of, 133–136
 - augmented inverse propensity weighted estimator, 135
 - control-function approach, 135–136
 - doubly robust estimator, 135
 - endogenous treatment effect model, 135–136
 - propensity score matching analysis, 133–135
- Treatment endogeneity, 131–132
- Triangulation, 114
- Vertical organizational fragmentation, 63–64
- Western schooling, 40
- White complicity, 97–98, 103
- White emotionality, 97–98
- White ignorance, 97–98

- Whiteness through qualitative
 - research, challenging, 91
- critical whiteness studies, empirical
 - studies of, 96–97
- critical whiteness study theories,
 - 97–99
 - behaving whitely, 97–98
 - speaking whitely, 98–99
 - thinking whitely, 97
- literature review, 94
- methodological grounding, 99–100
- positivist and constructivist
 - qualitative research
 - methods, critiques of,
 - 95–96
 - proposed methodology,
 - 100–103
 - statement of positionality, 93–94
 - suggestions for practice,
 - 103–107
 - after the meeting, 106–107
 - during the meeting, 105–106
 - prior to the meeting, 104–105
- White privilege, 92, 96, 97, 98, 102,
 - 103, 105
- White supremacy, 93–94, 95–96, 97,
 - 99, 100, 101–103, 107
- White talk, 98–99, 106
- Why-questions attending to intention/
 - purposes of agents, 86–87