

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
- Volume 5: Theory and Method in Higher Education Research. Edited by Jeroen Huisman and Malcolm Tight; 2019
- Volume 6: Theory and Method in Higher Education Research. Edited by Jeroen Huisman and Malcolm Tight; 2020

THEORY AND METHOD IN HIGHER EDUCATION  
RESEARCH VOLUME 7

# THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

EDITED BY

**JEROEN HUISMAN**

*Ghent University, Belgium*

And

**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 2022

Editorial matter and selection © 2022 Jeroen Huisman and Malcolm Tight. Published under exclusive licence by Emerald Publishing Limited.  
Individual chapters © 2022 by Emerald Publishing Limited.

**Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto: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: 978-1-80262-442-7 (Print)

ISBN: 978-1-80262-441-0 (Online)

ISBN: 978-1-80262-443-4 (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>	vii
<i>Editorial Introduction</i>	ix
<b>Theories on Trial: Deconstructing and Decolonizing Higher and Adult Learning Conceptual and Theoretical Frameworks</b>	1
<i>Christine Helen Arnold, Cecile Badenhorst and John Hoben</i>	
<b>Critical Race Theory and Higher Education Research: In the Shadow of Bricolage</b>	21
<i>Melissa Reshma Jogie</i>	
<b>Applying the Community of Practice Theory in Higher Education: The Case of the Research Group</b>	39
<i>Helena Torres-Purroy and Sònia Mas-Alcolea</i>	
<b>Higher Education Organizations as Strategic Actors in Networks: Institutional and Relational Perspectives Meet Social Network Analysis</b>	55
<i>Jennifer Dusdal, Mike Zapp, Marcelo Marques and Justin J. W. Powell</i>	
<b>Who's Looking at Who, Looking at Who?</b>	75
<i>Elizabeth Hauke</i>	
<b>Considering Comparability and Change over Time: Measurement Invariance as an Essential Consideration in Theory Development and Testing</b>	93
<i>Kaylee Litson and David Feldon</i>	
<b>Understanding the Complexity of Applying Theory in Higher Education Research</b>	113
<i>Katie N. Smith, Annie M. Wofford, Rachel E. Friedensen, Timothy D. Stanfield and Yolanda Jackson</i>	

<b>Portrait Methodology: A Methodological Approach to Explore Individual Experiences</b>	131
<i>Xianghan O'Dea</i>	
<b>Putting Knowledge at the Centre: The Uptake of Legitimation Code Theory in Higher Education Studies in South Africa</b>	147
<i>Kirstin Wilmot and Sioux McKenna</i>	
<b>Shadowing and Narrative Interviewing Combined: The Advantages of Using an Observational Method in Higher Education Research</b>	161
<i>Sònia Mas-Alcolea and Helena Torres-Purroy</i>	

# LIST OF CONTRIBUTORS

<i>Christine Helen Arnold</i>	Memorial University of Newfoundland, Canada
<i>Cecile Badenhorst</i>	Memorial University of Newfoundland, Canada
<i>Jennifer Dusdal</i>	University of Luxembourg, Luxembourg
<i>David Feldon</i>	Utah State University, USA
<i>Rachel E. Friedensen</i>	St Cloud State University, USA
<i>Elizabeth Hauke</i>	Imperial College London, UK
<i>John Hoben</i>	Memorial University of Newfoundland, Canada
<i>Yolanda Jackson</i>	Seton Hall University, USA
<i>Melissa Reshma Jogie</i>	University of Roehampton, UK
<i>Kaylee Litson</i>	Utah State University, USA
<i>Marcelo Marques</i>	University of Lisbon, Portugal
<i>Sònia Mas-Alcolea</i>	University of Lleida, Spain
<i>Sioux McKenna</i>	Rhodes University, South Africa
<i>Xianghan O'Dea</i>	York St John University, UK
<i>Justin J.W. Powell</i>	University of Luxembourg, Luxembourg
<i>Katie N. Smith</i>	Seton Hall University, USA
<i>Timothy D. Stanfield</i>	William Paterson University, USA
<i>Helena Torres-Purroy</i>	University of Lleida, Spain
<i>Kirstin Wilmot</i>	Rhodes University, South Africa
<i>Annie M. Wofford</i>	Northern Arizona University, USA
<i>Mike Zapp</i>	University of Luxembourg, Luxembourg

This page intentionally left blank



# EDITORIAL INTRODUCTION

This is the 2021 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.

The contributions in this volume lean more towards theory than method. Thus, we have Jogie discussing the application of, and responses to, critical race theory; Torres-Purroy and Mas-Alcolea examining the use of communities of practice theory; Wilmot and McKenna exploring the popularity of Legitimation Code Theory in the South African context; Dusdal, Zapp, Marques and Powell linking institutional and relational theory for the analysis of higher education organizations; and Smith, Wofford, Friedensen, Stanfield and Jackson considering the complexity of applying theory in higher education research.

More methodological contributions include those of Hauke on participant ethnography; Mas-Alcolea and Torres-Purroy on the benefits of combining shadowing with narrative interviewing; and O'Dea evaluating the use of portrait methodology. Taking a quantitative perspective, Litson and Feldon stress the importance of measurement invariance in research.

Combining elements of theory and method, Arnold, Badenhorst and Hoben discuss decolonization using indigenous principles.

As in previous years, the volume displays an international authorship, with contributions from Canada, Luxembourg, Portugal, Spain, South Africa, the UK and the USA.

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