

# THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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THEORY AND METHOD IN HIGHER EDUCATION  
RESEARCH VOLUME 3

# THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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# EDITORIAL INTRODUCTION

This is the 2017 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 60 chapters.

In this volume, there is a somewhat greater focus on theories, but there are four chapters engaging primarily with methods (or a mixture of theory and methods).

Amongst the theories discussed are complex systems theory (Pinheiro & Young), organisational identity (Dumay et al.), and curriculum theory (Lindén et al.). Some of the contributions are more conceptual in nature than strictly theoretical: For example, the chapters on knowledge management framework (Díaz et al.), evaluation-based decision-making (Kleimann & Klawitter) and the market-university (Rikap).

In terms of method and methodology, contributions consider for instance mixed methods (Barnat et al.) and virtual ethnography (Dooney & Kim). We also included a chapter situated between theory and method: the chapter on the network paradigm (Birkholz & Shields).

The international nature of researchers' interest in theory and method is clear with authors being based in Argentina, Belgium, Canada, the Czech Republic, Finland, Germany, Norway, Portugal, the United Kingdom and the United States.

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*