

**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

THEORY AND METHOD IN HIGHER EDUCATION
RESEARCH VOLUME 6

**THEORY AND METHOD IN
HIGHER EDUCATION
RESEARCH**

EDITED BY

JEROEN HUISMAN
Ghent University, Belgium

MALCOLM TIGHT
Lancaster University, UK



emerald
PUBLISHING

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

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

First edition 2021

Copyright © 2021 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: 978-1-80043-321-2 (Print)

ISBN: 978-1-80043-320-5 (Online)

ISBN: 978-1-80043-322-9 (Epub)

ISSN: 2056-3752



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
Theorising Practices of Relational Working across the Boundaries of Higher Education <i>Catherine Hasted and Brett Bligh</i>	1
Uses of Corpus Linguistics in Higher Education Research: An Adjustable Lens <i>Siân Alsop, Virginia King, Genie Giaimo and Xiaoyu Xu</i>	21
Dialogues with Data: Generating Theoretical Insights from Research on Practice in Higher Education <i>Riikka Hofmann</i>	41
The Use of Instrumental Variables in Higher Education Research <i>Kata Orosz, Viorel Proteasa and Daniela Crăciun</i>	61
Participatory Pedagogy and Artful Inquiry: Partners in Researching the Student Experience <i>Stéphane Farenga</i>	81
Rolling Out the Mat: A <i>Talanoa</i> on <i>Talanoa</i> as a Higher Education Research Methodology <i>Pearl Hindley, Nancy November, Sean Sturm and 'Ema Wolfgramm-Foliaki</i>	99
Rethinking Diversity: Combining Sen and Bourdieu to Critically Unpack Higher Education Participation and Persistence <i>Sarah O'Shea</i>	115

Deleuzian Approaches to Researching Student Experience in Higher Education	131
<i>Mona Sakr</i>	
Investigating Policy Processes and Discourses in Higher Education: The Theoretical Complementarities of Bernstein's Pedagogic Device and Critical Discourse Studies	147
<i>Sarah Horrod</i>	
Framing Theory for Higher Education Research	167
<i>Queenie K. H. Lam</i>	
Research into Quality Assurance and Quality Management in Higher Education	185
<i>Malcolm Tight</i>	
Knowledge with Impact in Higher Education Research	203
<i>Vassiliki Papatsiba and Eliel Cohen</i>	

LIST OF CONTRIBUTORS

<i>Siân Alsop</i>	Coventry University, UK
<i>Brett Bligh</i>	Lancaster University, UK
<i>Eliel Cohen</i>	Imperial College, UK
<i>Daniela Crăciun</i>	University of Twente – CHEPS, The Netherlands
<i>Stéphane Farenga</i>	University of Hertfordshire, UK
<i>Genie Giaimo</i>	Middlebury College, USA
<i>Catherine Hasted</i>	University of Cambridge, UK
<i>Pearl Hindley</i>	University of Auckland, Aotearoa/New Zealand
<i>Riikka Hofmann</i>	University of Cambridge, UK
<i>Sarah Horrod</i>	St George's, University of London, UK
<i>Virginia King</i>	Coventry University, UK
<i>Queenie K. H. Lam</i>	Ghent University, Belgium/University of Kassel, Germany
<i>Nancy November</i>	University of Auckland, Aotearoa/New Zealand
<i>Kata Orosz</i>	Central European University, Austria
<i>Sarah O'Shea</i>	Curtin University/University of Wollongong, Australia
<i>Vassiliki Papatsiba</i>	University of Sheffield, UK
<i>Viorel Proteasa</i>	West University of Timisoara, Romania
<i>Mona Sakr</i>	Middlesex University, UK
<i>Sean Sturm</i>	University of Auckland, Aotearoa/New Zealand
<i>Malcolm Tight</i>	Lancaster University, UK
<i>Ema Wolfgramm-Foliaki</i>	University of Auckland, Aotearoa/New Zealand
<i>Xiaoyu Xu</i>	City University of Hong Kong, Hong Kong

This page intentionally left blank

EDITORIAL INTRODUCTION

This is the 2020 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 100 chapters.

This volume has a somewhat greater focus on theoretical issues. Some chapters address both theoretical and methodological themes. Farenga combines co-participation theory and artful inquiry method and Hofmann discusses cultural-historical activity theory and combines this with methodological perspectives on finding differences and similarities in data.

Amongst the chapters focusing primarily on theory, Hasted and Bligh address relational working, Sakr applies Deleuzian theory to the student experience, Horrod combines Bernstein's theoretical insights with critical discourse studies, Lam analyses the use of the concept/theory of framing in higher education and O'Shea combines the perspectives of Sen and Bourdieu to investigate participation and persistence.

In terms of method and methodology, contributions consider *talanoa* as a research methodology (Hindley et al.), the use of instrumental variables (Orosz et al.) and corpus linguistics (Alsop et al.). The latter two contributions focus on quantitative methods.

Two contributions are of a slightly different nature. Tight reviews the literature on quality assurance and management in higher education and Papatsiba and Cohen analyze the epistemic contents of Research Excellence Framework impact case studies.

Interestingly, in this volume, authors from Anglo-Saxon backgrounds are overrepresented (UK, New Zealand and Australia). Two papers are written by authors based in continental Europe.

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