

THEORY AND METHOD IN
HIGHER EDUCATION RESEARCH

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**THEORY AND METHOD IN
HIGHER EDUCATION
RESEARCH**

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INVESTOR IN PEOPLE

CONTENTS

<i>List of Tables and Figures</i>	<i>vii</i>
<i>List of Contributors</i>	<i>ix</i>
<i>Editorial Introduction</i>	<i>xi</i>
Chapter 1 Towards the Consolidation of Student Development Theory: Development, Issues and Critiques	1
<i>Toru Kawai</i>	
Chapter 2 Not a Citizen But a Student: International Student Critical Race Theory (IntlCrit) Framework	23
<i>HyeJin Tina Yeo</i>	
Chapter 3 Quasi-Experimental Methods: Principles and Application in Higher Education Research	43
<i>Heeyun Kim and Paula Clasing-Manquian</i>	
Chapter 4 Research as an Experience: A Reflective Exploration of Art-Based Research and Poetry for Researching Experiences	63
<i>Felipe Sánchez</i>	
Chapter 5 Prioritising Respondents' Concerns, Beliefs and Perceptions Over Those of Researchers: Constructivist Theory and Research Methods	85
<i>Marie-Louise Österlind, Pam Denicolo and Britt-Marie Apelgren</i>	
Chapter 6 Internationalization and Language Protection Through the Lens of the Critical Language Theory	103
<i>Anna Björnö</i>	

Chapter 7 Using Reflective Dialogues to Explore Pedagogies in Higher Education	121
<i>Lauren B Clark</i>	
Chapter 8 From Translanguaging to Transknowledging: Exploring New Epistemological and Linguistic Approaches in Higher Education Research	137
<i>Jane Andrews, Richard Fay, Zhuo Min Huang and Ross White</i>	
Chapter 9 The Development of Higher Education Journals, 2000–2020	153
<i>Malcolm Tight</i>	

LIST OF TABLES AND FIGURES

Chapter 1

Table 1.1.	A Brief Summary of Interconnection Between Models on Student Development Theory.	10
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Chapter 3

Table 3.1.	Effect of Differential Tuition on Composition of Degrees Awarded in Engineering.	49
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Chapter 9

Table 9.1.	Changes in Numbers of Articles Published, 2000–2020.	158
Table 9.2.	Journal Articles Published in 2020 by Theme.	160
Table 9.3.	Journal Articles Published in 2020 by Methodology.	161
Table 9.4.	Journal Articles Published in 2020 by Underlying Paradigm.	162
Table 9.5.	Journal Articles Published in 2020 by Explicitness of Methodology and Theory.	162
Table 9.6.	Journal Articles Published in 2020 by Level of Analysis.	164
Table 9.7.	Journal Articles Published in 2020 by Location of First Author.	165
Table 9.8.	Journal Articles Published in 2020 by Discipline of First Author.	167
Table 9.9.	Journal Articles Published in 2020 by Sex of First Author.	168

Chapter 1

Fig. 1.1.	The Expanded Transformative Model of Social Activities.	13
Fig. 1.2.	Overlaying the First and Second Waves of Student Development Theory on the Expanded Transformative Model of Social Activities.	14

Fig. 1.3.	Overlaying the Third Wave of Student Development Theory on the Expanded Transformative Model of Social Activities.	15
Fig. 1.4.	Overlaying the Evolution of Student Development Theory on the Expanded Transformative Model of Social Activities.	15
Fig. 1.5.	The Expansion of Time Framework of the Relationship Between Structure, Interaction and Agency.	16
Chapter 2		
Fig. 2.1.	The Conceptual Framework of the International Student Critical Race Theory (IntlCrit).	27
Chapter 3		
Fig. 3.1.	Difference-in-Differences Estimation.	46
Fig. 3.2.	Visual Diagnostics for Parallel Trends Assumption Using Stata.	47
Fig. 3.3.	Event-Study Estimates of Effect of Differential Pricing on the Share of Degree Awarded in Engineering.	49
Fig. 3.4.	Instrumental Variables Estimation.	51
Fig. 3.5.	Average Treatment Effect in Randomized Experiment.	53
Fig. 3.6.	Estimation of Treatment Effect Under Continuity Assumption.	55
Fig. 3.7.	Regression Discontinuity (RD) as a Local Randomization.	55
Fig. 3.8.	Manipulation Test Plot Using rddensity.	56
Fig. 3.9.	Regression Discontinuity for Immediate College Enrollment of Preselected and Nonselected Students.	58
Chapter 7		
Fig. 7.1.	Different Manifestations of Critical Pedagogy.	128

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EDITORIAL INTRODUCTION

This is the 2023 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.

About half of the contributions in this volume lean more towards theory than method. Thus, we have Kawai reconsidering student development theory; Yeo pleading for a critical race theory (CRT) applied to international students; Björnö examining critical language theory; and Andrews, Fay, Huang and Ross exploring linguistic approaches to higher education research.

Methodological contributions include those of Kim and Clasing on quasi-experimental methods, Burgos considering arts-based research, and Clark on using reflective dialogues.

Two contributions address both theoretical and methodological issues. Österlind, Denicolo and Apelgren address both theory and method from a constructivist perspective. Tight's contribution reflects, amongst others, on the use of theory and method in leading higher education journals.

As in previous years, the volume displays an international authorship, although the group of authors is less diverse taking into account their country affiliations. Authors stem from the United Kingdom (8), the United States (3), Sweden (2), Finland (1), Japan (1) and Chile (1).

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 and Malcolm Tight