

INDEX

- Academic achievement, 34, 146–147, 153
‘Academic capitalism’, 87
‘Academic drift’, 92
Academic management, 196
Academic programmes, 77, 232
Academic requirements, 146
Active variables, 110–113
Adaptive learning environments, 39
Adjustment and stabilisation stages, 146
Analysis scripts, 116
Analytic autonethnography, 163–167, 170–173, 180–185
Analytical framework, 104, 113
Analytical leverage, 69
Analytical strategies, 79, 103, 110
ANOVA techniques, 112
Artificial intelligence, 21
Australian Curriculum, 42
Australian national education agenda, 42
Australian Quality Framework, 43
Autarkic higher education systems, 93
Autoethnographic methodology, 167–168
Autoethnography, 163, 165–168, 170, 182
See also Online ethnography
Automatic pattern detection, 21
Axial coding processes, 180
- Bayes’ rule, 22
Bayesian analysis, 21
Behavioral sciences, 29
Behaviour changes, 153
Behaviour dynamics, 153
Behavioural patterns, 93, 96
- Bernstein
analysis, 1, 14
approach, 2, 5, 7, 11–12, 14–15
concepts, 2
contribution, 7
explorations of curriculum, 17
framework, 2, 5, 8–11
higher education research, 14
ideas, 11
lens, 4, 15
notion, 3
Pedagogic Rights, 12
perspective, 9
theoretical framework, 1
theory, 15
thinking, 2, 3, 5, 14
- Bernsteinian, 14
Bernsteinian-inspired approach, 13
Bibliometric measures, 126, 135
Biographic ecocognitive system, 133
Black Political Economy, 14
Blackwell, 29–30
Bologna Declaration principles, 236
Bologna Declaration, 231, 235
Bologna Process, 86, 90–91, 93, 95, 226, 231–232, 237
Botanical literacy, 31, 41, 44
Boundaries, 2–5, 7, 148, 150, 164
Bourdieu’s habitus-field theory, 107
- CampusFlora app, 41
Career choices, 175
Cartesian co-ordinate systems, 109
Cartography, 108, 112, 118
Case-study schools, 7
Change focus, 165
Change teaching patterns, 200–201
Classification methods, 111

- Closed system modelling, 218
 Cluster-like networks, 128
 Cognitive ecosystem, 128–129
 Collaboration networks, 125–127,
 130, 134–135, 140, 142–143
 Collaborative research network, 125,
 129, 130, 132
 Collegial governance, 233–234
 Competitive research behaviour, 126
 Concentration ellipses, 112, 118, 120
 Conceptual gateways, 35
 Conceptual levels, 3, 32
 Conceptualise authority, 195
 Constructivist grounded theory,
 189–190, 193–195, 202,
 204–205
 Contemporary higher education, 126
Context of globalisation, 85, 93, 95, 97
 Conventional methodologies, 126
 Correspondence analysis, 103, 108,
 110–111
 Covariates, 152–153
 Cross-fertilisation, 27
 Cultural assimilation, 9
 Culturomics analysis, 20
 Curriculum design of small groups,
 149
 Curriculum designs, 32, 43–44
Curriculum tools, 37
- Data cleaning techniques, 129, 130
 Deleuzoguattarian concept of
 rhizomes, 49, 51
Digital Humanities, 27
 Discipline-based knowledge, 35
 Doctoral research, 190, 194–195
 Dynamical process, 129
- Ecocognitive system*, 130, 132–133
 Economic rationale, 94–95
 Educational data-mining, 170
 Educational environment, 145
 Elementary statistical analysis, 111
 Empirical Network Analysis, 153
- E-research methodology, 163–167,
 173, 184–185
 Ethno-botanical knowledge, 41
 Euclidean classification, 108, 111, 113,
 118–120
 European Association for Universities
 of Applied Sciences
 (EURASHE), 231
 European funding, 238
 European Higher Education Area
 (EHEA), 90, 227
 ‘Evaluation of Research
 Collaboration Networks’, 126
Explanatory schemes, 110
 Explorations of institution, 50
 Exponential Random Graph Models
 (ERGM), 152
 External funding, 74–75
 External quality assurance,
 234–235
 Extramural funding, 77
- ‘False proxies’, 39–40
 Feminist knowledge, 7
 Financial security, 120
 Financial statements, 73
 Flemish funding system, 236
 Flemish government, 235
 Flemish higher education system,
 225–227, 237
 Focal student, 149
Formal-geometric foundation, 108
 Foundation for Science and
 Technology (FCT), 133
 Funding mechanisms, 235
 Funding principles, 235–236
- Geometric data analysis (GDA),
 103–104, 106, 108–110, 121
Geometric framework, 108
 Geometric model, 110, 113, 116, 120
 Geometric modelling, 110, 113
 GEPHI, 25
See also Opensource software
 application

- Giddens' structuration theory, 107
See also Bourdieu's habitus-field theory
- Global academic markets, 104
- Global competition, 86, 89
- Global stratification, 86, 88
- Global university rankings, 86
- Globalisation, 85–91, 93–99, 121, 231–233
- Google Scholar, 210, 227
- Government funding formula, 202
- Governmental internationalisation policies, 96–97
- Heteroglossia*, 24
- 'Hidden curriculum', 3
See also Boundaries
- Higher education, 1–2, 4, 8–9, 14–15, 19–20, 23–28
- Higher education classrooms, 146
- Higher Education Funding Council for England, 13
- Higher education institutions, 70, 85–97, 140, 147, 226, 228–237
- Higher education leadership, 189, 190, 192–193, 196
- Higher education policy, 209, 216, 220, 226–228, 231, 235–238
- Higher education publishing industry, 68
- Higher education systems theory, 88
- Horizontal diversity*, 87
- Human capital theory, 209–211, 216–217
- Hypothesis testing, 193
- Independent variables, 105, 112, 151–153, 217
- Indigenous Australian Knowledges (IAK), 35
- Indigenous Cultural Competency (ICC), 42
- Industry logics, 74–75, 80, 82
- 'Industry-oriented institutions', 82
- Institutional autonomy, 85–86, 91, 96, 98
- Institutional isomorphism, 92, 231
- Institutional logics, 67–71, 73, 79, 82
- Institutional pluralism, 69, 80, 82
- Institutional policy of universities, 234
- Intensity axis, 117
- Intercultural competence, 36
- Internal quality assurance, 234–235
- International arena, 94–95
- International funding, 93–94
- International publications, 94, 237
- Internationalisation, 15, 20, 85–86, 89–90, 91, 95–97, 143, 228, 231–232, 237
- Internationalisation affect, 86, 89
- Internationalisation policies, 90, 96–97
- Intersectionality, 1–2, 10
- Knowledge production, 125–126, 132, 136
- 'Knowledge spaces', 121
- Latent Dirichlet Allocation (LDA)*, 22
- Learning architecture, 104, 121
- Learning communities, 145–146, 154, 156, 159
- Learning designs, 33
- Learning sciences*, 32, 36–38, 44
- Liberal arts, 79
- Longitudinal social network approach, 145, 155
- Machine learning, 20, 27
- Machine Learning for Language Toolkit (MALLET), 24
- Macro socio-economic process, 90
- Management research, 189–190, 192, 195
- Market mechanisms, 74, 94
- Markov chain Monte Carlo (MCMC), 21
- Massive Open Online Courses (MOOC), 26

- Meso-level institutional factors, 2, 7
 Methodological implications, 2, 69, 108
 Methodological text, 167–168
 Methodological tracks, 125–131, 133, 135–136
 Mission statements, 68, 70, 72
 Multiple correspondence analysis (MCA), 108, 110, 111
 Multiple factor analysis, 108, 111
 Multivariate statistical methods, 108
- National Council for Scientific and Technological Development (CNPq), 133
 Neophyte online teacher, 165–166, 184
 Network analysis, 26, 106, 128, 130, 132, 134, 136, 148, 159
 Networked learning, 164–167, 170, 173, 175, 177, 180–181, 185
- New Public Management (NPM), 81, 89, 226–227
- Online ethnography, 166
 Online interactions, 166, 180
See also Student interaction
 Online student interaction, 166
 Online teacher professional development, 163–166, 181
 ‘Open-access discipline’, 51
 Opensource software application, 25
 Opportunistic initiatives, 98
 ‘Organisational identity’, 73
 Organisational research, 80, 205
 Organisational strategy, 81
 Oxbridge, 3–4, 8–9
- Passive variables*, 112–113, 118, 120
Pedagogic device, 6, 13
Pedagogic rights, 11–15
Pedagogy, 1, 7, 12, 14, 180
Pedagogy of discomfort, 33, 36
Point clouds, 108–109, 111–112
- Postgraduate Experience Project (PEP), 12
 Practice theorists, 190–191, 194, 198
 Principal component analysis, 108, 111
 Probabilistic topic model, 19–23, 26–27
 Production engineering, 133–134
 Professional development, 36, 43, 163–166, 177, 181, 183, 192
 ‘Profiling behaviour’, 97
 Programme supply, 225, 228, 230
 Protocol, 129–132, 136, 140, 142
 Public engagement, 62, 70
 Public universities, 67
- Qualitative approach, 8, 19, 50, 71, 79, 108
 Qualitative document analysis, 67–74, 79–82
 Qualitative interviews, 11, 113, 118, 121
 Qualitative markers, 125, 130, 132
 Qualitative methods, 67–68
 Quality assurance, 225, 227–229, 232, 234–235
- Reflexive analysis, 166
 Reflexive analysis framework, 170–171, 180, 183
 Relational perspective, 103–104, 106, 112, 121, 134
 Relational social science, 103–106, 121
 Research funding, 200, 238
 ‘Research impact’, 15
 Research network analysis, 128, 132
 ‘Resource turbulence’, 73
- ‘School effects’, 3–4
See also Boundaries
 Serious Play, 59
 Small group learning, 145
 Small group teaching, 145–147, 149–150, 155, 159

- Small group teaching and learning, 145
- Social capital theory, 209, 212, 216, 218, 220
- Social constructivism, 145, 166, 170
- Social dynamics, 145, 147
- Social institution, 74–75, 77, 79–80, 82
- Social justice, 1–2, 11–12, 42
- Social mechanisms, 149
- Social network analysis, 134, 146, 148, 155, 159, 171, 173, 177, 179
- Social network data, 147, 149–153, 155, 159
- Social network dynamics, 146–147, 152, 155
- Social order, 1–2, 7–9, 12
- Social phenomena, 2, 12, 105
- Social practice theory, 189–190, 202
- Social reproduction, 7, 11, 14
- Society for Research into Higher Education Conference (SRHE), 50
- Spatial relations, 106, 108, 111, 113
- State funding, 73
- STEM courses, 13
- STEM disciplines, 13
- STEM programmes, 13
- Stochastic actor, 145–146, 160
- stochastic actor-based models (SABM), 146, 152–154
- Strategic plans, 68, 70, 75, 81
- Structural network effects, 152, 155, 159
- Structuring factors*, 110–112, 120
- Student interaction, 166, 180
- StudyPortals database, 26
- System governance, 89, 225, 228–230
- System-level diversity, 86, 90–91, 97–98
- Text mining, 21–22
- Theorise analytic autonetnography, 167
- Topological perspectives, 104, 108
- Transdisciplinary levels, 127
- Universities of Oxford and Cambridge, 3
See also Oxbridge
- Virtual network, 128
- Virtual Worlds, 168
- World-class university (WCU), 24, 86