

THEORY AND METHOD IN HIGHER  
EDUCATION RESEARCH

# THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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THEORY AND METHOD IN HIGHER EDUCATION  
RESEARCH VOLUME 4

# THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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# EDITORIAL INTRODUCTION

This is the 2018 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 75 chapters.

In this volume, there is a somewhat greater focus on methodological issues, but there are a couple of chapters engaging primarily with theory (or a mixture of theory and concepts).

Amongst the chapters focusing primarily on theory, Donnelly and Abbas discuss key concepts of Basil Bernstein's theoretical work, Van Vught et al. develop system differentiation theory, Lodge and Lewis address the threshold concept literature and Tight discusses the use of the concepts of human and social capital in the higher education literature.

In terms of method and methodology, contributions consider topic modelling (Perez-Encinas & Rodriguez-Pomeda), network analysis (Leite et al.), document analysis (Warshaw & Upton), geometric data analysis (Mundt & Horvath), creativity and playfulness in research (Brown & Leigh), autoethnography (Howard), grounded theory methods (Jarvis) and longitudinal network analysis (Brouwer et al.).

We also included a chapter that took stock of research carried out on higher education within a relatively small country (Broucker et al.).

The international nature of researchers' interest in theory and method is clear with authors being based in Brazil, Belgium, Germany, the Netherlands, Spain, the UK, the US and Portugal.

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*