

THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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THEORY AND METHOD IN HIGHER EDUCATION
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THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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CONTENTS

<i>List of Contributors</i>	<i>vii</i>
<i>Editorial Introduction</i>	<i>ix</i>
 Doing Right (by) Thematic Analysis	 1
<i>Davide Dusi</i>	
 The Study of Regionalism in Higher Education Research	 17
<i>Maria Pilar Lorenzo</i>	
 A Transnational Historical Approach to Researching Global Higher Education Policy	 41
<i>Simon Warren</i>	
 Understanding Policy-Making in an Authoritarian State: An Ontology-Driven Framework for Analyzing Chinese Higher Education Policymaking	 61
<i>Etienne Woo</i>	
 Understanding Academic Work Values: An Exploratory Framework	 83
<i>Ai Tam Le</i>	
 A Comprehensive Approach Toward Understanding the University Contribution to Society: A Taxonomy of the Literature on the Functional Missions of the University	 105
<i>Amir Shahsavari</i>	
 Applying Sequence Analysis in Higher Education Research: A Life Course Perspective on Study Trajectories	 127
<i>Christina Haas</i>	

Observation: A Neglected Data Collection Method in Higher Education Research	149
<i>Malcolm Tight</i>	
Focus Groups Online: Practical Guidance for Higher Education Researchers in the Pandemic and Beyond Based on an Autoethnographic Reflection	163
<i>Matthew J. Taylor</i>	
Decolonising Formative Assessment	181
<i>Barbara Crossouard and Paolo Oprandi</i>	

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EDITORIAL INTRODUCTION

This is the 2022 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.

The contributions in this volume lean more toward theory than method. Thus, we have Lorenzo considering regionalism, Warren examining transnational history, Woo discussing authoritarian policymaking, Le on academic work values, Shahsavari categorizing the functional missions of the university, and Crossouard and Oprandi exploring formative assessment in the context of decolonization.

More methodological contributions include those of Dusi on alternative approaches to thematic analysis, Tight on the underuse of observational methods, Haas considering the application of sequence analysis, and Taylor on the practice of online focus groups.

As in previous years, the volume displays an international authorship, with contributions from Australia, Belgium, Denmark, Germany, Iran, and the United Kingdom.

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