

# 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 9

# THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

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INVESTOR IN PEOPLE

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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