

Journal Article

From learning without limits to leading without limits: An autobiographical reflective case study of leading academic development within higher education

Taylor, C

This article is published by Taylor & Francis (Routledge). The definitive version of this article is available at: <https://www.tandfonline.com/doi/abs/10.1080/14703297.2019.1593212>

Recommended citation:

Taylor, C (2019) 'From learning without limits to leading without limits: An autobiographical reflective case study of leading academic development within higher education', *Innovations in Education and Teaching International*. Available online 18 March 2019. doi: [10.1080/14703297.2019.1593212](https://doi.org/10.1080/14703297.2019.1593212)

From learning without limits to leading without limits: An autobiographical reflective case study of leading academic development within higher education

Claire Taylor*

Vice-Chancellor's Office, Wrexham Glyndŵr University, Wrexham, Wales, UK

Postal address for correspondence: Wrexham Glyndŵr University, Mold Road, Wrexham, LL11 2AW

Email claire.taylor@glyndwr.ac.uk

Twitter @ProfCTaylor

Claire Taylor is Deputy Vice-Chancellor and Professor of Education at Wrexham Glyndŵr University. She is a Principal Fellow of the Higher Education Academy (PFHEA) and a Fellow of the Staff and Educational Development Association (FSEDA). Claire's research interests cover higher education leadership, the student experience and most importantly the provision of opportunity for all.

This autobiographical case study reflects upon how a senior academic leader repurposed the Learning without Limits pedagogical framework originally developed within UK primary and secondary school settings to inform the development of a new transformational leadership framework within a higher education setting. Kolb's Experiential Learning Cycle is used to structure an analytically self-reflective account of the leadership behaviours deployed for a distributed model of academic development to be effective, viewed through the lens of Learning without Limits. As a result, a new

* Corresponding author. Email: Claire.taylor@glyndwr.ac.uk

framework to inform effective approaches to the leadership of change in higher education is suggested: *Leading without Limits*.

Keywords: academic development; reflective practice; leadership; change

Introduction and context

The subject of this autobiographical case study currently works as a senior leader with strategic responsibility for learning and teaching within a higher education setting in the United Kingdom. The setting holds university title and delivers a range of undergraduate and postgraduate taught programmes as well as research and enterprise activity. Just over 6400 students were enrolled during 2016/17 (HESA, 2018). She has worked in higher education since 2001 and previously worked in UK primary schools as a classroom practitioner and head teacher.

It was during her time as a classroom practitioner that she became part of the *Learning without Limits* project as a teacher-researcher. Accounts of her classroom practice were used (alongside those of eight other practitioners) to construct a transformability-based pedagogy, described fully in the book *Learning without Limits* (Hart, Dixon, Drummond & McIntyre, 2004). Following the initial *Learning without Limits* project, the work was developed further and embedded within school-based teaching approaches (Peacock, 2016; Swann, Peacock, Hart & Drummond, 2012), but on the whole the key concepts and pedagogical principles have been restricted to school contexts with only passing reference to how they may apply to post-compulsory educational settings (Taylor, 2009; Taylor, 2012).

In 2016, the subject took up her current role and initiated a strategic programme of activity to support improvements in relation to student learning and achievement.

Normally such projects would be channelled through a central Educational Development Unit or similar, but no such Unit existed at the University and a new approach to leading and supporting change was needed. Therefore, in order to accelerate a number of enhancement projects across teaching quality, assessment and feedback, personalised student support and working with students as partners a distributed approach to supporting and leading academic development was introduced (Heron, Horder, Richardson & Taylor, 2018 and Taylor, 2018). This comprised a core Academic Development Team (four Associate Deans in existing roles across the two Faculties plus the Deputy Vice-Chancellor) supplemented by a network of Academic Development Team Associates. Heron et al. (2018) assert that central to the success of this approach was the establishment of the Academic Development Team Associates' network, all volunteers who were empowered to move initiatives forwards as part of a transformational (rather than traditionally transactional) leadership network across the organisation, using the principles of Kotter's (2014) dual operating system. In the dual operating system, the volunteer network gets on with innovative change projects, working flexibly and with agility in order to achieve project outcomes. Critically important though is that the network operates alongside the traditional management structure that ensures that day-to-day 'business as usual' happens.

The opportunity of starting a new senior role in higher education and being able to lead change precipitated for the subject a process of professional reflection (Bolton, 2010; Moon, 2000). Engaged in the act of 'making sense of experience' (Moon, 2000, p. 21), Kolb's (1984) reflective cycle of experiential learning was used to frame a process that has led to re-examining and re-purposing 'Learning without Limits' as a lens through which to self-examine the leadership behaviours required to effectively implement a distributed approach to academic development.

Learning without Limits

The book *Learning without Limits* (Hart et al., 2004) was the culmination of the original Learning without Limits study which ran from 1999 to 2004 at the School of Education, University of Cambridge. It contains descriptions and analysis of the classroom practice of nine practicing teachers in case study form that show how it is possible to develop effective practice free from determinist beliefs about pupil ability. The book was widely acknowledged as significant for the world of education (Chitty, 2004; Haggarty, 2005; Lowe, 2005).

The project (*Learning without Limits*, 2018) aimed to understand and articulate why some teachers insisted on teaching without making judgements about pupil ability, and what principles they drew on in relation to organising their learning opportunities and environments. Through case study analysis, the key concept of ‘transformability’ was identified as a distinguishing feature of approaches of the nine teachers and from this was developed a transformability-based pedagogical model (Hart et al., 2004, p. 179).

The project concluded that a commitment to transformability is inspired and sustained by a concept of learning capacity that is very different from concepts of fixed ability. Learning capacity can be influenced by external and internal forces that interact with internal ‘states of mind’ to create and constrain capacity to learn in any given situation. Crucially, the Learning without Limits project found that the cognitive elements of learning capacity can be learned; learning capacity is transformable because the forces that shape it individually and collectively, are, to an extent, within the teacher’s control.

The Learning without Limits research team also identified three pedagogical principles that were common to all nine teachers and this was despite very different contexts and approaches (the teachers worked across early years, primary and secondary

education including comprehensive and grammar schools). These principles were those of co-agency, everybody and trust (Hart et al., 2004, pp. 199-207). The principle of co-agency asserts that the process of teacher and learner decision-making is validated by whether choices do or do not increase the learner's: active participation; positive sense of themselves; willingness to engage, commit and make an effort. In working within this principle, teachers choose and organise learning opportunities in such a way that learners can self-influence and shape the direction of their learning, taking responsibility for self as well as working with peer groups, rather than relying on wholly teacher-led activity. The learning process is flexibly co-created in partnership between teachers and learners.

Secondly, the principle of everybody ensures that the practical application of transforming learning capacity is applied fairly and equally to everyone. The premise is that everybody, without exception, can learn and can become a better learner. When planning learning opportunities, teachers make choices that will increase the potential for everybody to learn with and from everybody else within an accessible and respectful environment.

Thirdly, the project found that the case study teachers made their choices from a basic position of trust; they believed, with conviction, that learners are to be trusted to participate, to make meaning of what they encounter and to contribute to each other's learning. From a teacher's viewpoint, if learner engagement was not evident then it was the teacher's responsibility to try to understand and mitigate any barriers learning.

For the subject of this paper, the idea of transformability and the core pedagogical principles of co-agency, everybody and trust served not only to articulate her approach to classroom practice as part of the project but have subsequently also informed her approaches as a reflective educational practitioner and leader within higher education. By identifying with Bolton's observation that reflective practice 'supports, demands even,

practitioners thinking about values' (2010, p. 12) the subject has returned to Learning without Limits periodically to test practice against the values and principles embodied within in it. There has also been an element of needing to feel secure in returning to familiar 'roots' in relation to the principles and values that informed past practice whilst also supporting a self-critical approach to practice in the here and now, 'testing' against the framework espoused previously. This echoes Bolton's assertion that:

Effective reflective practice and reflexivity meet the paradoxical need both to tell and retell our stories in order for us to feel secure enough, and yet critically examine our actions, and those of others, in order to increase our understanding of ourselves and our practice, and develop dynamically. (Bolton, 2010, p. 10)

Methodology

This case study (Cousin, 2009; Denscombe, 2017; Stake, 1995; Yin, 2018) focuses on one of the teacher-researchers of the original Learning without Limits project team and considers how she re-purposed the ideas embodied by Learning without Limits to inform an approach to leading change in a higher education setting specifically in relation to academic development. The research is broadly ethnomethodological (Garfinkel, 1967) in that sense is being made of everyday life. However, it is also autobiographical given that it is the subject herself who is also researcher, acting as both 'narrator and an active producer of 'knowledge' in research' (Roberts, 2002, p. 85).

The challenges associated with autobiographical research are outlined by Scott and Morrison (2007, p. 16) who note that constructing such accounts 'involves making interpretations from fragments of data', thus invoking the double hermeneutic (Giddens, 1984). This practice of researchers making interpretations of interpretations made by individuals sees the researcher and the researched interact, co-create and co-inform throughout the research process. For this study the researcher and the researched are one

and the same individual and some may say that the result is an overly subjective account of questionable validity. However, the aim is not to achieve a replicable study, rather Roberts (2002, p. 152) states that ‘the subjective meanings informing action are revealed and are understandable in a manner not possible in a more restricted involvement with the social context’. Therefore, an autobiographic case study methodology has been used ‘to generate rich understandings’ (Cousin, 2009, p. 148) through description and analysis of the case study subject’s lived experience as a leader in a higher education setting over a two year period. The case study is necessarily particularized because of the subject’s unique experience as both teacher-researcher in the Learning without Limits project and currently as senior leader within a higher education setting. Stake (1995, p. 8) champions the idea of particularization, noting that ‘We take a particular case and come to know it well...There is an emphasis on uniqueness...’ Stake follows on by saying that this does not mean that little can be learned from single cases, rather:

People can learn much that is general from single cases...partly because they are familiar with other cases and they add this one in, thus making a slightly new group from which to generalize. (Stake, 1995, p. 85)

Therefore, it is anticipated then that this particularized case study will add to the literature around leading educational change within higher education settings, especially in relation to academic development.

The analytical framework used draws upon Kolb’s (1984) experiential learning cycle, which comprises of four stages (figure 1).

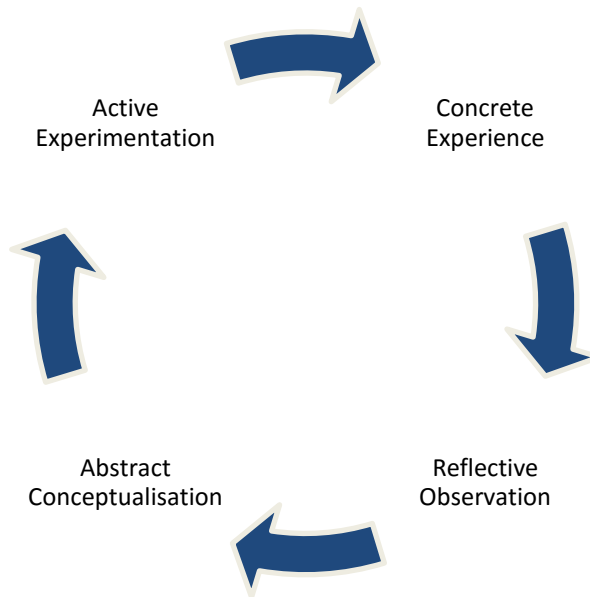


Figure 1: Kolb's Experiential Learning Cycle

The Concrete Experience stage is where a new activity is actually experienced or an existing experience is reinterpreted. The Reflective Observation stage involves conscious reflection on the activity. This is followed by the Abstract Conceptualisation stage where reflection leads to a new or modified idea, theory or concept. The Active Experimentation stage reflectively considers and applies theory in order to guide or modify subsequent activity. Within the cycle, there is no set starting point and the stages are deliberately left unnumbered; the cycle can be entered at any point based on individual preference. However, regardless of the starting point, each stage must follow each other in the sequence.

The cycle has been used to support structured reflection upon the leadership behaviours needed to implement a distributed approach to academic development, viewed through the lens of Learning without Limits (Hart et al., 2004). The cyclical element is key here and is an important feature of Kolb's model. In this respect:

...the process of learning perpetuates itself, so that the learner changes from 'actor to observer', from 'specific involvement to general analytic detachment', creating a new

form of experience on which to reflect and conceptualize at each cycle (Moon, 2000, p. 25)

One and a half cycles of analytical reflection have been followed and are outlined in table 1, with the entry point identified as being at the Abstract Conceptualisation stage. This reflects the subject's interest in abstract concepts and models and her skills in exploring, interpreting and applying theory.

Cycle	Stage	Reflective Activity
1	A. Abstract conceptualisation	Kotter's dual operating system identified as an approach to supporting strategic agility in relation to academic development.
	B. Active experimentation	The practicalities of Kotter's approach considered and tested with the Academic Development Team. Idea of a distributed approach to academic development emerges.
	C. Concrete experience	Distributed academic development in practice: Academic Development Team Associates Network established and project work started.
	D. Reflective observation	Reflections on performance and how the approach relates to other experiences and concepts. Learning without Limits identified as relevant
2	A. Abstract conceptualisation	Mapping exercise: the distributed approach to academic development viewed through the lens of Learning without Limits
	B. Active experimentation	Development and articulation of a set of leadership behaviours based on activity espoused by Kotter and the core ideas and pedagogical principles embodied within Learning without Limits

Table 1: Analytical framework

In developing the analytical framework from Kolb's cycle, Moon's guidance as regards the nature of 'experience' has been taken on board:

In this context, 'experience' can take many, multiple and broad meanings. Some of the material of experience that will be subjected to reflection will be the theories of

knowledge already gained or the understandings from previous events (Moon, 2000, pp. 22 – 23)

For this case study ‘theories of knowledge already gained’ are the core ideas and pedagogical principles of Learning without Limits, articulated as a theoretical framework by Hart et al. (2004) from the lived experience of the subject and the other teacher-researchers within the project.

Reflective analysis in practice

Cycle 1 stage A: abstract conceptualisation

Starting a new senior role in higher education afforded the opportunity for the subject to initiate a strategic programme of activity to support improvements in relation to student learning and achievement. Having self-identified as preferring to initially explore concepts and theories rather than embarking upon practical activity immediately, a variety of change management and leadership texts were consulted. These ranged from Kotter’s (1996) well known eight-step change process through to specific texts focused upon change within higher education settings (for example Hunt, Bromage & Tomkinson, 2006). However, the text that met the core criteria of an approach that was not only strategic but more importantly was responsive and agile was Kotter’s ‘Accelerate’ and in particular the idea of a dual operating system (Kotter, 2014, pp. 19 – 27).

Cycle 1 stage B: active experimentation

The subject embarked on a process of imagining how Kotter’s work could help solve the issue being faced which was the need to accelerate a number of teaching and learning enhancement projects without a central educational development resource. At this stage, a small group of four colleagues (brought together as the Academic Development Team) were invited to be involved with the subject in a process of dialogue and exploration,

reflectively considering and applying the principles of Kotter's dual operating system. This period of reflection and dialogue guided the development of a distributed approach to supporting and leading academic development. The distributed approach involved the establishment of a network of Academic Development Team Associates that could own and deliver a number of institution-wide projects under the guidance of the core Academic Development Team (Heron et al., 2018; Taylor, 2018).

Cycle 1 stage C: concrete experience

Implementing the distributed approach started with recruitment of the Academic Development Team Associates from the institution's current staff base. The application process consisted of an expression of interest that would allow selection to be based upon evidence of a commitment to learning and teaching and being willing to 'go the extra mile'. In their expressions of interest, applicants were expected to demonstrate a desire to influence and drive change and to network cross-institutionally. They needed to be able to problem solve, and think creatively and divergently. Twenty-two Academic Development Team Associates were recruited who were then invited to work across different strands of learning and teaching enhancement activity.

Cycle 1 stage D: reflective observation

Once the Academic Development Team Associates Network was established, the subject embarked upon conscious reflection 'as a way of making sense of experience' (Moon, 2000, p. 21). The subject was particularly interested in reflecting upon her own leadership approaches and behaviours. Therefore the process of reflection was largely self-managed with some external calibration through informal non-structured feedback from the Academic Development Team and Associates, including via opportunistic touch points

for exploring learning and teaching such as informal conversations (Thomson & Trigwell, 2018). Any qualitative data gathered were recorded in note form, highlighting key words purely to aid the subject's personal self-reflection.

Cycle 2 stage A: abstract conceptualisation

As the subject moved into the second cycle of reflection it was essential to map key aspects of the Learning without Limits approach onto the concrete experience of implementing a distributed approach to academic development in order to articulate a modified concept. Part of this process involved reflection upon 'theories of knowledge already gained or the understandings from previous events' (Moon, 2000, pp. 22 – 23), drawing upon the Learning without Limits project and its outcomes in relation to identifying a pedagogy of transformability. Although this stage was clearly one of abstract conceptualisation it also demanded an iterative approach to referring back to previous experiences and ideas. In this respect, in relation to Kolb's cycle 'in reality, the process is 'messy', with stages re-cycling and interweaving as meaning is created and recreated' (Moon, 2000, p. 35). This stage involved viewing how the Academic Development Team Associates Network worked in practice through the lens of the foundational Learning without Limits concept of transformability, together with the core pedagogical principles of co-agency, everybody and trust, thus 'reprocessing already learned material' (Moon, 2000, p. 37).

Cycle 2 stage B: active experimentation

The results of the mapping exercise revealed strong synergies between the core concepts and principles underpinning Learning without Limits and the leadership behaviours practised by the subject as she led engagement with the distributed approach to academic

development. These synergies were reinforced by informal third party validation through unstructured data gathering at the ‘reflective observation’ stage (again indicating the iterative and at times ‘messy’ nature of Kolb’s cycle). As a result a framework for ‘Leading without Limits’ was developed which going forwards will be the subject of future ‘concrete experience’ and ‘reflective observation’ as the subject continues to move through the next stages in the cycle. Future iterations of the cycle will also afford more formal opportunities to gather additional participant data to triangulate with the subject’s own lived experience.

Leading without Limits: Towards a transformational leadership framework

This case study shows that the core ideas and pedagogical principles inherent within Learning without Limits (Hart et al., 2004) can be applied to leadership practice. In establishing a distributed approach to academic development, the subject’s starting point was that future individual leadership capacity could be grown and developed through providing relevant opportunities in the present and that without those opportunities, development of leadership capacity would be severely marginalised. The distributed approach assumed that leadership capability was present at any level within the organisation – junior and senior academic staff and a diverse spectrum of professional services colleagues. Therefore, the subject actively provided the conditions for leadership capacity to grow and develop. The example of implementing a distributed approach to academic development exemplifies how the subject’s inherent classroom pedagogy has been naturally repurposed to inform higher education leadership behaviours that support effective change management through an unswerving belief in the idea of transformability; that things can be influenced and changed.

The same is evident in relation to the core pedagogical principles of co-agency, everybody and trust. For the core principle of co-agency there were clear parallels for the subject's classroom pedagogy and higher education leadership behaviours. It is here that the subject's decision making was critical in terms of influencing learner Academic Development Team Associate behaviour in relation to active participation, positive sense of themselves, ability and willingness to engage and commit. For example, the subject deliberately removed the need for Academic Development Team Associates to have to deal with bureaucracy such as formal committee structures; instead the dual operating system enabled the Associates to work flexibly and with agility alongside more formal management structures, with the subject being the key link between the two systems. In addition, the subject deliberately looked for opportunities to affirm and encourage the work of the Associates in order to bring validity to their work. Comments from Academic Development Team Associates gathered through informal conversation indicated that they did feel able to operate within the principle of co-agency, often exemplified through a perceived increase in self-confidence, a recognition that the experience is a positive one and a willingness to have a go.

In relation to the core principle of 'everybody' the practical application of transforming learning capacity in the classroom is applied fairly and equally to everyone. By substituting 'leading' for learning, the premise is that everybody, without exception, can lead and can become a better leader. Therefore, when planning opportunities to exercise leadership, the subject has made deliberate choices that will increase the potential for everybody to lead with and from everybody else within an accessible and respectful environment. In practice, this has been exemplified through the Academic Development Team Associates Network and informal conversations suggest that the

approach is effective, with Associates articulating the opportunities to connect with each other, to make links, to network and to work alongside colleagues from other departments.

Finally, the subject made her choices from a basic position of trust. She believed that learners in the classroom and colleagues across the university should be trusted to participate, to make meaning of what they encounter and to contribute to each other's learning. If engagement was not evident then it was the subject's responsibility to try to understand and mitigate any barriers to learning (in the classroom) and leadership (within the higher education). Again, through informal discussion, Academic Development Team Associates indicated that the subject's approach in practice meant that their work was perceived as important by university senior managers and that they felt valued in undertaking the role. Conversations suggested that Associates believed that they did have the ability to influence change and that they were expected to take ownership for project progress. By implication this suggests they felt to be on the receiving end of an attitude of trust.

This reflective analysis outlines how members of the core Academic Development Team and Associates' Network were supported and developed to inhabit new roles as leaders of teaching and learning working in a distributed way to take forward a variety of complex cultural change and organisational development projects. Within a twelve month period, these projects included: an institution-wide review of assessment regulation and practice, incorporating the roll out of online assignment submission and feedback; the development and implementation of a policy and guide for peer observation of teaching; supporting digital capability resulting in more effective use of the virtual learning environment as a teaching resource; the development of resources to support personal tutors in their roles; and the redesign of a University-wide foundation year curriculum. Going forwards, work is ongoing to evaluate the tangible impact of these

projects in relation to the quality of the student experience as measured through student feedback and student outcomes.

Conclusion

The transformative leadership model of Leading without Limits shares the key ideas and principles of Learning without Limits. Foundational is the idea of transformability – the belief that actions in the present do determine the path of future development and this is critical for the nurturing of future leadership capacity. Flowing from the idea of transformability come the key principles of co-agency, everybody and trust. When translated onto a leadership framework, certain behaviours come to the fore. For the case study subject, these behaviours enabled her to create the conditions for the implementation of a distributed approach to academic development. As a result a new model ‘Leading without Limits’ is emerging (figure 2). This model has supported the leadership of change in one particularised case study and has the potential to be applied in further academic development contexts.

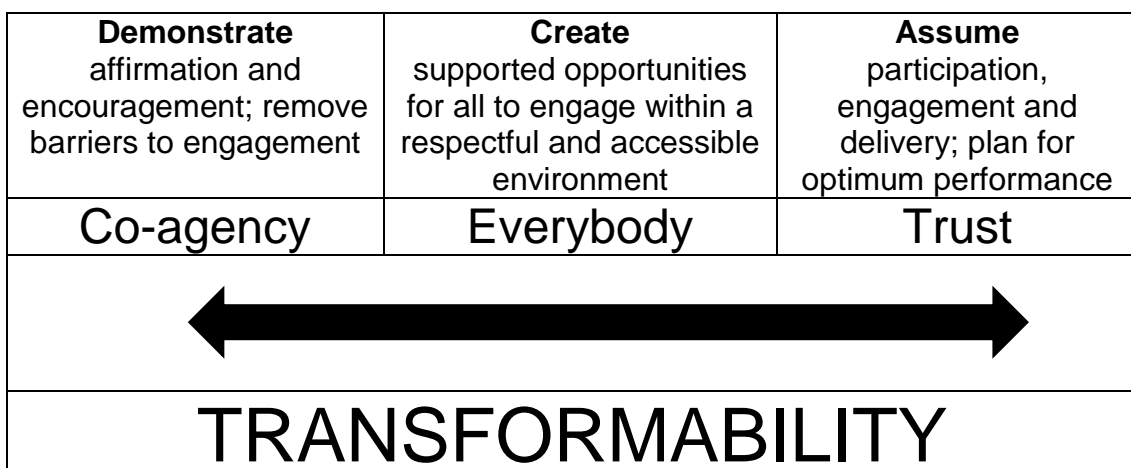


Figure 2: Leading without Limits

The next step will be to progress to stages 2C and 2D of the reflective cycle in order to undertake further conscious reflection on and analysis of the distributed approach to academic development and the appropriateness of the Learning without Limits lens for articulating the leadership behaviours that are needed for success. This will incorporate more detailed analysis of viewpoints from both the Academic Development Team and the Associates, enabling further refinement of the Learning without Limits model and potential application to new change projects within higher education.

References

- Bolton, G. (2010). *Reflective practice: Writing and professional development*. London: Sage.
- Chitty, C. (2004). Foreword. In S. Hart, A. Dixon, M. J. Drummond & D. McIntyre, D. *Learning without limits* (pp. vii). Maidenhead: Open University Press.
- Cousin, G. (2009). *Researching learning in higher education*. London: Routledge.
- Denscombe, M. (2017). *The good research guide*. 6th edition. Maidenhead: Open University Press.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice Hall.
- Giddens, A. (1984). *The constitution of society*. Cambridge: Polity Press.
- Haggarty, L. (2005). Book review: Learning without Limits by S. Hart, A. Dixon, M. J. Drummond & D. McIntyre. *British Educational Research Journal*, 31, 277-28.
- Hart, S., Dixon, A., Drummond, M. J., & McIntyre, D. (2004). *Learning without limits*. Maidenhead: Open University Press.
- Heron, C., Horder, S., Richardson, J., & Taylor, C. (2018). The distributed educational development team. *Educational Developments*, 19, 11 – 14.

- HESA (2018). *Higher education student statistics: UK, 2016/17*. Retrieved from <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/location>
- Hunt, L., Bromage, A., & Tomkinson, B. (2006). *The realities of change in higher education: Interventions to promote learning and teaching*. London: Routledge.
- Kolb, D. (1984). *Experiential learning as the science of learning and development*. New Jersey: Prentice Hall.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kotter, J. P. (2014). *Accelerate: Building strategic agility for a faster-moving world*. Boston: Harvard Business Review Press.
- Learning Without Limits (2018). *Faculty of Education, University of Cambridge*. Retrieved from <https://learningwithoutlimits.educ.cam.ac.uk/about/>
- Lowe, H. (2005). Book review: Learning without Limits by S. Hart, A Dixon, M. J. Drummond & D. McIntyre. *British Journal of Educational Studies*, 53, 102-10.
- Moon, J. A. (2000). *Reflection in learning and professional development*. Abingdon: RoutledgeFalmer.
- Peacock, A. (2016). *Assessment for Learning without Limits*. London: OUP.
- Roberts, B. (2002). *Biographical research*. Buckingham: OUP.
- Scott, D., & Morrison, M. (2007). *Key ideas in educational research*. London: Continuum.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Swann M., Peacock A., Hart, S., & Drummond, M. J. (2012). *Creating Learning without Limits*. Maidenhead: Open University Press.
- Taylor, C. (2009). *Learning through a Foundation Degree* (Doctoral dissertation). Retrieved from <http://eprints.nottingham.ac.uk/10875/>

- Taylor, C. (2012). 'I just seem to be a C sort of person': Self-theory and academic achievement. *Studies in the Education of Adults*, 44, 101– 113.
- Taylor, C. (2018). *Distributed academic development for leading educational change*. Report on evaluation of effectiveness and development of a short film prepared for AdvanceHE. Retrieved from <https://www.lfhe.ac.uk/en/research-resources/publications-hub/index.cfm/SDP2018-05>
- Thomson, K., & Trigwell, K. (2016). The role of informal conversations in developing university teaching? *Studies in Higher Education*, 43:9 1536 - 1547 DOI: 10.1080/03075079.2016.1265498
- Yin, R. K. (2018). *Case study research and applications: Design and method*, 6th edition. Newbury Park, CA: Sage.