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Author

YOKOYAMA, Keiko

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Abstract

The purpose of this book is to explain higher education change and resistance to change. The book explores Giddens' structuration theory and Archer's critical realism by clarifying cultural conditioning and integrating structural, agency and cultural conditionings within the context of higher education change and continuity. The book argues that we can explain higher education change by shifts in one or more conditions in structure, agency and culture, which enable higher education to transform into another form. It proposes two models for illustrating the relationships between the three conditionings that bring about higher education change. It supports the concepts of duality and reflexivity, denying analytical dualism. (HRK / Abstract übernommen)

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