

05.4.2026

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Title

Theory application in higher education research : the case of communities of practice / Malcolm Tight

Publication year

2015

Source/Footnote

In: European journal of higher education. - 5 (2015) 2, S. 111 - 126

Inventory number

38210

Keywords

Wissenschaft : Hochschulforschung (Forschung über Hochschulen)

Abstract

This article examines communities of practice as an example of a theory applied within higher education research. It traces its origins and meaning, reviews its application by higher education researchers and discusses the issues it raises and the critiques it has attracted. This article concludes that while, like all theoretical frameworks, communities of practice has strengths and weaknesses, it remains useful for thinking about academics, students, their disciplines and how they work together.

(HRK / Abstract übernommen)