

Knowledge Studies in Higher Education

This book series is designed to stimulate interactions between education, research policy and information studies. It provides a comprehensive overview and the integration of these three dimensions. Books will be greatly welcomed by policymakers as well as academic researchers.

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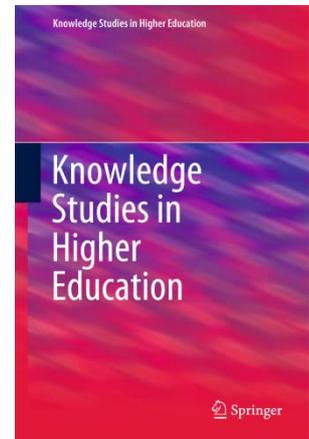
Aims and Scope

Even though knowledge is the main content of teaching and universities are key knowledge producers, scholars have only recently begun to actively explore research on knowledge studies in higher education. As this field of study has grown, it has increasingly overlapped with the research focus of other fields, namely research and science policy, and information studies. However, these three fields have developed independently with little interaction between them, causing our understanding of knowledge to be limited, compartmented, and lacking a multidimensional perspective. This book series is designed to improve knowledge studies in higher education by stimulating interactions between these different approaches.

Coverage in this series includes:

- University and knowledge production
- R & D funding systems
- Education reforms
- Innovation systems for emerging regions
- School curriculum and knowledge
- Social utility of knowledge production
- University research and in-house research
- Research collaborations.

With its comprehensive overview and multidisciplinary perspective, this series provides scholars and policymakers with the theory and data they need to make more informed decisions regarding knowledge research in higher education.



Publish Your Work with Confidence

- Authors are encouraged to apply theoretical, sociological, or policy discourses to the multidisciplinary areas of knowledge research.
- Empirical studies including quantitative, qualitative, or mixed method data. As well as the public data, authors could collect data through individual or institutional surveys to analyse patterns or characteristics of knowledge production phenomena across researchers, institutions, or systems. In addition, this series encourages authors to use qualitative data to obtain in-depth information from individual researchers, institutional leaders, or policymakers.
- Books will be based on original research – or adaptations of previously research adapted to thematic approaches that combine science, innovation and higher education and policy. Both monographs and edited volumes will be considered.

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