

## Recent Perspectives on Global Education and Global Mobility

Highum, Ann, ed. 2014. *Undergraduate Global Education: Issues for Faculty, Staff and Students*. New Directions for Student Services, Number 146. San Francisco, CA: Wiley.

Streitwieser, Bernhard, ed. 2014. *Internationalisation of Higher Education and Global Mobility*. Oxford Studies in Comparative Education. Oxford, UK: Symposium Books.

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Our world is changing rapidly and globalization is happening all around us. Economic and technological changes are taking place concurrently with an increasing movement of people, goods, and information across borders. Higher education needs to adapt to these changes. Essays included in the two volumes reviewed here attempt to place this global transformation into a comparative context in order to assess the changes, pressures, and challenges facing higher education in the United States and around the world. In fact, among the most useful features of *Internationalisation of Higher Education and Global Mobility* (2014) are its focus on the international dimensions of these changes and pressures, and its emphasis on the worldwide nature of this transformation in the early twenty-first century. Scholars and practitioners alike will find much of value in these two volumes, and those new to international education will obtain a broad overview of recent research and perspectives on a wide array of issues.

The 17 essays included in *Internationalisation of Higher Education and Global Mobility* are divided among three sections. Part 1 is devoted to “global issues in internationalisation and mobility” and focuses on issues such as the global dimensions of student mobility, types of international education programs, perspectives for why institutions and individuals engage in mobility, and North-South perspectives on international partnerships. Part 2 is devoted to regional studies with a focus on Europe, the Middle East, the United States, Africa, Asia, and Latin America. These chapters assess such diverse topics as the Erasmus Programme in Europe, mobility in Islamic higher education, challenges for the Ethiopian diaspora, higher education in China, and student mobility in and out of Cuba. The chapters in Part 3 assess education abroad, with a focus on American and European student mobility.

Setting the stage for this volume is a critical and comparative analysis of global student mobility by Rahul Choudaha and Hans De Wit, who note that the United States’ portion of the market for postsecondary globally mobile students worldwide has slid in recent years, from 23 percent in 2000 to 17 percent in 2010. During that same period, the number of “international students” studying in the United Kingdom and Australia increased. In total, these three countries hosted 37 percent of the world’s 4.1 million globally mobile students in 2010. The authors note that sudden changes in the number of international students studying in a country can have both positive and negative effects, depending on enrollment patterns and demographic trends. Some countries are trying to improve the “stay rate” in order to fill critical shortages for highly-skilled workers in their economies.

While Choudaha and De Wit focus on the macro level of student mobility, Darla K. Deardorff investigates five “big picture” issues for university leaders who make decisions regarding student mobility. She encourages institutional leaders to set realistic outcomes for both outbound and inbound student mobility, to assess the impact of such mobility, as well as access to such programs, and to consider the changing global landscape, including opportunities for virtual mobility. Useful perspectives on this changing landscape are addressed by Jane Knight, who posits that three generations of program models can be identified. The movement of students crossing borders has been followed by programs moving to new locations through such initiatives as branch campuses, virtual universities, twinning and dual-joint degree programs, and much more. The third generation of cross-border education, according to Knight, is emerging now through education hubs, talent hubs, and knowledge or innovation hubs in locations around the world.

Yet despite increases in student mobility, many scholars continue to ask whether students are truly learning as much as marketing materials promise. Are education abroad students benefitting from the plentiful intercultural learning opportunities that exist abroad? Anthony C. Ogden, Bernhard Streitwieser, and Emily R. Crawford assess the “meeting grounds” where outbound U.S. study abroad students have the opportunity to engage in international and intercultural learning. They find that in many cases, the education abroad experience seems to “reinforce asymmetrical relationships between the students and their hosts” (Streitwieser 2014, 234). They recommend that additional attention be given to four “meeting grounds” where authentic intercultural relationships can be formed: “student accommodation, academic programming, experiential learning and student services” (Streitwieser 2014, 236). Likewise, Streitwieser and Zachary Van Winkle question whether students participating in an Erasmus Programme exchange automatically develop the European citizenship identity posited by marketing materials. They assert that “the Erasmus Programme today represents the most expansive study abroad initiative of its kind in the world” (Streitwieser 2014, 262), with a participation rate of around 10 percent. Yet data gathered through various research studies are inconclusive in proving a causal link between participation in the Erasmus Programme and the formation of a European citizenship identity. In fact, their research found greater evidence for the development of an “Erasmus Citizen” identity than for a strictly European identity. Jos Beelen also challenges established notions of global mobility when he concludes that institutions that exclusively focus their internationalization efforts on student mobility tend to marginalize those students who are unable to participate in education abroad. He suggests that, “We can therefore not rely on incoming student mobility, whether it be diploma mobility or exchange, as the only or even the most prominent tool to internationalise the (entire) domestic student body” (Streitwieser 2014, 297).

Where *Internationalisation of Higher Education and Global Mobility* is global in focus, the 10 essays included in *Undergraduate Global Education: Issues for Faculty, Staff and Students* (2014) explore outbound study abroad programs from the perspective of U.S. institutions. The latter volume is introductory and explanatory in nature, compiled as a primer for those who are new to study abroad programming or international education in general. The volume includes useful perspectives on the historical and philosophical issues involved in study abroad, on predeparture and reentry services, on risk management issues, and on the role of the dean of students in supporting study abroad students and faculty leaders. In addition, the volume

includes two biographical essays by faculty who became involved in international programming during their careers. It is clear that participating in international programs and research had a direct and positive influence on their work and careers. Tying it all together is a useful summary by the volume's editor, Ann Highum, who offers words of advice to study abroad directors at different points in their careers.

So what can international educators take away from these volumes? Several overall observations can be made. First, steady increases in the numbers of both outbound study abroad students and inbound international students are changing U.S. higher education. Study abroad is becoming increasingly common at many institutions, and the pressures to increase the number of programs and students enrolled are real. Second, international education itself is being transformed around the world. Although the United States remains the top destination for international students, other countries are making more rapid and coordinated efforts to transform how they approach international education, especially inbound student mobility. Third, those interested in or involved in study abroad have a wealth of resources available to them, including the helpful essays in these two volumes, which contextualize international education as a fast-moving and ever-changing educational sector.

In sum, the two volumes reviewed here offer informative perspectives on the field of international education in the early twenty-first century. They are highly recommended reading for those new to the field as well as practitioners interested in fresh perspectives and recent research on this constantly changing topic.