

## Book Review

# Global Perspectives and Local Challenges Surrounding International Student Mobility

Reviewed by Hui-Wen Tang, Teacher Education Center, Ming Chuan University, Taipei, Taiwan

Reviewed by Yi-Chun Chiang, Institute of General Education, Ming Chuan University, Taipei, Taiwan

Reviewed by Chia-Wen Tsai, Department of Information Management, Ming Chuan University, Taipei, Taiwan

*Global Perspectives and Local Challenges Surrounding International Student Mobility*

*Krishna Bista & Charlotte Foster*

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Over the past two decades, an increase in international student mobility becomes one of the fastest paced changes in educational circles. With the wave of globalization, increased student mobility is sweeping through the entire world; higher education can be regarded as an integral part of internationalization. From the perspective of international students, it is a once in a lifetime chance for them to learn diversity knowledge, acquire intercultural skills, to develop their global vision and bring about potential talent mobility. Therefore, institutions of higher education have to offer high-quality education environments in order to grasp the opportunities brought about by the current mobility trends.

To respond to the impacts of globalization and knowledge economy, many countries have started to strategically “import” educational services and “export” their students for achieving internationalization (Nguyen, Vickers, Ly & Tran, 2016). For instance, Japan announced that they will have recruited 300,000 international students by 2020 (Minister of Education, Culture, Sports, Science and Technology, 2008), while Malaysia declared that they will recruit 250,000 international students by 2025 (Ministry of Education Malaysia, 2015). However, many problems and challenges might appear when international students enter universities overseas. Hence, the faculty, administrators, educators, and policymakers have to prepare well for recruiting international students, and also facilitate academic success among those who already study at these universities.

The book *Global Perspectives and Local Challenges Surrounding International Student Mobility*, illustrates the trend of international student mobility, immigration policy and regulations, adaptation and acculturation, as well as academic and social experiences. It also discusses the problems and educational challenges that international students may face, and followed by introducing key campus support services. In addition, the authors provide insights from different types of institutions,

countries and mobility schemes. This book is organized into 15 chapters, which covers seven main topics, including: (1) academic adaptation, (2) developing countries, (3) institutional asymmetry, (4) intercultural dialogue, (5) outbound mobility, (6) student migration, and (7) transnational higher education.

As we know, studying abroad may result in long-term effects on international students' personal and academic lives. One of the benefits may be that international students may become more independent in living. They learn not only professional knowledge, but also learn from the experience of different styles of education and culture, making global friends, and – for many - the most important thing is to develop their English as a second language skills. After reading this book, we would say that each chapter is orderly arranged, readers could find out more about the development of international student mobility in Western countries as well as Asia countries.

At the beginning of the book, the authors present a case study of three California community colleges, and discuss policies and practices for attracting international students to American higher education. They point out that the characteristics of community colleges in terms of small classes, low cost, open access, and transfer options, as well as remedial English language courses, are the key factors to attract international students. For Asian people, English-speaking countries are always their first choice because of that incentive. The book indicates that China, India, and South Korea are the top countries sending students to American, British, and Canadian colleges and universities. In addition to the above-mentioned features, the authors also report that the main reasons people decide to study abroad may because of limited educational and employment opportunities, and political instability, in their home countries, or that they can get financial support from the governments or universities where they study.

Even though international students often choose to study in North America or Europe, now the situation is changing. As Chinese people, we mainly concerned about the development of international student mobility in Asia. It is worth noting that the population of international students in Chinese higher education continues to increase annually because of the Chinese fever. This book explores international students from Africa, Asia, Europe, Latin and North America studying at eight Chinese universities. The authors also categorized the reasons that international students choose to study in China, such as improving Chinese language skills and understanding Chinese culture are two crucial motivations for the majority of international students. In addition, the cost, safety and security, university's reputation and ranking, and seeking job opportunities in China are also the major consideration by students. The example shows that geographical proximity and cost, the reputation of the host country and institution, college ranking, and the improvement of their Chinese language play important roles in choosing a study destination.

This volume makes it explicit that how China becomes a new choice when people consider studying abroad. The increasing international student enrollment reflects the rapid economic growth and academic development in China. However, after enrolling in a college overseas, international students may face lots of challenges that they have to overcome, such as academic pressure, foreign language proficiency, homesickness, social isolation, culture shock, or stress in the adjustment process. In the United States, most universities have strong student affairs systems, and provide campus support services and programs to help international students, such as orientation programs, English language programs, academic advising, counseling, immigration advising, information sessions, and social events. However, it is a pity this book mentions very little about the solution for international students in Asian countries. It would be more valuable if the book could introduce more detail about the support systems that universities and faculty could offer to international students.

The book helps readers to not only understand the global trend of student mobility, but also addresses many previously overlooked aspects related to international students. To sum up, higher education policy, cost, the reputation of institutions, and geographical proximity are the main factors to affecting international student migration to certain study destinations. Through reading this book, readers can learn that student mobility has become a common educational activity and every country

should confront this issue seriously. The Ministry of Education of each country has to formulate appropriate educational policies, and the university, faculty and staff of individual institutions have to design programs for international students, make sure their orientation goes well and learn how to take good care of international students.

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*Hui-Wen Tang now works as Director and professor of the Teacher Education Center, Ming Chuan University, Taipei, Taiwan. Her primary interest areas are Cross-cultural studies, Emotional intelligence, Organizational theories, and Management/leadership theories.*

*Yi-Chun Chiang, MEd, is a staff member of the Institute of General Education, Ming Chuan University, Taiwan.*

*Chia-Wen Tsai is a Professor in the Department of Information Management, Ming Chuan University. Dr. Tsai is one of the Editors-in-Chief of International Journal of Online Pedagogy and Course Design, and International Journal of Technology and Human Interaction. He is also the Associate Editor of Cyberpsychology, Behavior, and Social Networking. He is interested in online teaching methods and knowledge management.*