

## **Book review of "Internationalization and Diversity in Higher Education: Implications for Teaching, Learning and Assessment"**

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## Book Review / Compte rendu

**Killick, David (2017). *Internationalization and Diversity in Higher Education: Implications for Teaching, Learning and Assessment*. New York: Palgrave Macmillan. Pages: 232. Price: \$53.50 CDN (paper)**

Reviewed by Vicki Squires, Assistant Professor, Department of Educational Administration, College of Education, University of Saskatchewan.

Higher education has undergone a massive shift in its population at several points within the recent past, including after World War II and during the “baby boom” of the 1960s (Austin & Jones, 2016). When one examines, specifically, the past two decades, several notable trends emerge that have had wide ranging impacts on higher education, including technology and online learning, the spread of the New Public Management ideology, and increasing pressure to have a global presence within a highly competitive international market and increasing the number of international students attending Canadian campuses (Austin & Jones, 2016). The literature tied to internationalization can be categorized into three broad themes: governance and policy implications, the impact on students themselves, and the implications for teaching and learning given this context. Killick’s (2017) latest book contributes to this third category of literature as he explores the classroom experience of international students.

Killick structures his exploration into an introduction, six chapters, and concluding thoughts. In the introduction, Killick emphasizes that he is not claiming to be an expert on the classroom, but rather this book is meant as an examination of the experiences of the students, international and domestic, as an increasingly diverse student population works to achieve academic goals and ready themselves for their places as global selves. In Chapter One, Killick provides an overview of the globalization agenda and the political and social context. He helpfully presents a definition of the post-national university by situating this model along a continuum of international engagement, with regional and nationally focused institutions at one end, followed by post-national universities, international universities and finally, global universities at the other end of the continuum. It is beyond the scope of this review to differentiate these models, but the definition provided is a framework that facilitates an understanding of the scope and mandate of the models within the internationalization agenda.

Chapter Two focuses on the graduates themselves, and how their personal, social and professional experiences reflect their interactions within this global context. Chapter Three focuses on the learning environment and the academic culture, including the need to reframe some of our academic understandings and situate our academic knowing within a broader, intercultural framework. In Chapter Four, Killick extends the examination of learning from the perspective of the academics to the learning spaces; he contends that careful attention paid to communication and the provision of a welcoming, supportive learning space will result in reciprocal learning. Killick then extends these understandings in Chapter Five by applying them as underpinning conditions of good practices in curriculum design, faculty development, pedagogical strategies, and assessment which will facilitate successful intercultural experiences. In Chapter Six, he illustrates these “global good practices,” using five case studies. Killick then concludes by advocating for facilitating the development of global selves within higher education organizations, but contends that we must be vigilant to ensure that, through doing so, we work towards addressing global inequalities.

Killick’s approach to his examination of internationalization and diversity is helpful in providing a broad overview regarding the actualization of the internationalization agenda. However, with such a broad scope, his text perhaps attempts to address too many of the nuances and contextual elements within one volume. For example, he draws policy elements, student development theory, student learning theory and internationalization policy into the discussion of how best to support international students. Each of these constructs is embedded within a volume of previous work and the challenge is more how to highlight the most important ideas and connect the ideas to the actual implementation of such a policy. Perhaps a more abbreviated presentation of these multiple elements that impact the principles of good practice and then an extension of the principles would support a better understanding of the emphasis denoted in the title (implications for teaching, learning and assessment). A more comprehensive volume could perhaps be developed with sections drawing on the literature and research in areas such as student development, and the global agenda. In painting a wide picture of the whole landscape of internationalization and student learning, Killick distracts the reader from the purpose of the book.

Because Killick attempts to provide a broad overview of internationalization, he introduces many terms and then highlights how those terms are used within the book. Although he provides context and clarity so that the reader understands the term and its application, the introduction of additional terms throughout the volume may be viewed negatively by some audiences.

Overall, several strong themes emerge, including the idea of social justice and addressing inequalities through a well-articulated international pedagogical agenda. This pedagogical agenda is definitely the strength of the volume. In chapters Five and Six, the author outlines the principles that form the foundation of best practice for addressing diversity in higher education, and provides very practical applications that demonstrate how these ideas can work in classrooms. In addition to the principles that underpin curriculum design, Killick identifies considerations for assessment as well as faculty development that will support pedagogical design and delivery.

Killick explores an emergent area that is a topical concern for almost all universities as they struggle to balance the needs of the immediate prospective student base with the

need to be relevant and supportive of an international agenda. Furthermore, the focus on implications and need for best practices within the classroom are especially pertinent to ensuring that the best possible environment supports the success of an increasingly diverse student population in an increasingly competitive market for students.

For scholars in the field of internationalization, this book is an interesting addition to the literature. However, for instructors who are invested in supporting the success of their diverse student body, Killick's book is a welcome collection of practical ideas for use within the classroom, situated within a larger body of research around student learning, intercultural competencies, and the noble pursuit of preparing students to develop their global selves as contributing citizens within a quickly expanding global community. For these reasons, I would recommend Killick's book as a worthwhile addition to the bookshelves of instructors, faculty members, and professional staff on campuses. ♣

### Reference

Austin, I., & Jones, G. A. (2016). *Governance of higher education: Global perspectives, theories, and practices*. New York: Routledge.